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ABSTRACT

This study guide outlines step-by-step requirements for 18 sequential units of an independent, self-directed learning course on American Civilization offered at St. Louis Community College at Meramec. For each unit the guide lists in appropriate order assigned and supplementary readings with accompanying study questions, taped lectures, recordings, film strips, film loops, and study sheets. The guide's introduction outlines test requirements, including unit quizzes administered at the college's independent study laboratory and an interpretive essay to be completed at the end of unit 18. Topics covered in the course include Europe from the end of the Middle Ages up to the discovery of the New World, early colonization of America, New England and Puritanism, the Age of Enlightenment, Life in mid-18th Century, the American Revolution, the United States Constitution, the Missouri Constitution, Romanticism and Transcendentalism, Abolitionism, the Lincoln Administration, the Gilded Age, Populism, Wilson and World War I, the Great Depression, and Post World War II America. The study guide concludes with a glossary of terms. (JP)

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American

Civilization

82.100 ISDL

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AMERICAN CIVILIZATION 82.100 ISDL

Associate Professor Carol Miller

"...history is not so much what happened as what people believe happened. History is a creative form of expression and is politically important to the extent that people use their imaginative understanding of the past to deal with the present."

Davenport - THE MYTH OF SOUTHERN HISTORY, p. viii

AMERICAN CIVILIZATION 82.100 ISDL
Associate Professor Carol Miller

TEXTBOOKS: Degler, Carl N. - OUT OF OUR PAST - The Forces That Shaped Modern America

Karson & Gianakos, Editors - AMERICAN CIVILIZATION SINCE WW II

On Reserve in Library -

Chute, William J., Editor - THE AMERICAN SCENE: 1600-1860

Chute, William J., Editor - THE AMERICAN SCENE: 1860 TO THE PRESENT

Unger, Irwin, Editor - THE AMERICAN PAST: A Social Record

Unger, Irwin, Editor - BEYOND LIBERALISM: The New Left Views American History

Plus other miscellaneous readings as assigned in the syllabus.

INSTRUCTIONS:

This ISDL Course is divided into 18 Units, which you are expected to complete consecutively. The Unit generally consists of assigned text reading, some supplementary reading assignments, some taped lectures, some recordings, film strips or film loops. Upon the completion of each assignment, you shall take a quiz covering that Unit's work: objective questions on the text book assignments (Degler), and a brief essay on the other material contained in that particular Unit. There will also be a 30 point objective quiz covering the United States and Missouri Constitutions. These quizzes will be administered by Mrs. Chessman in the Independent Learning Laboratory, Library 214, where much of the other assigned material will be located.

There will be no comprehensive examinations, but you will be asked to write an interpretative essay for the completion of Unit 18.

You will receive in your packet of materials study guides for both the text book assignments, and the supplementary readings. The objective quizzes will be based entirely upon these study guide questions. The essay quizzes will come from all of the additional assigned material. You will also find in your packet miscellaneous readings, a lexicon of political terms, the United States and Missouri Constitutions study sheets. These are to be used of course as you come to that particular assignment as outlined by the Unit assignment.

I shall be happy to discuss any of the material, or answer any questions, during my office hours which will be posted each semester on my office door: SSB 114. You may also make an appointment with me by calling Extension 300.

The course has been designed for your pleasure, as well as learning. If you have any suggestions about the future development of this course, please feel free to discuss these with me. Good luck - and I hope American Civilization will have a little more significance for you upon completion of these 18 Units.

(For factual historical information, there will be two copies of Sellers & May, A Synopsis of American History, at the Reserve Desk for reference.)

UNIT 1

Tape -- Lecture, "The Old World Heritage"

See Outline for Lecture #1, and make appropriate notes on that outline from the taped lecture.

Then proceed to:

Supplementary Reading:

Chute, v.1, Introduction (See Study guide for questions)

Karson, pp. 15-27 (See Study Guide for questions)

Unger, The American Past, pp. 3-11 (See Study Guide for Questions)

Then proceed to:

Quiz, Unit 1

UPON SATISFACTORY COMPLETION OF UNIT 1 PROCEED TO UNIT 2

LECTURE #1 - THE OLD WORLD HERITAGE

Introduction

I The New Europe

A. Waning of the Middle Ages

1. Old Forms

2. New Forms

B. Renaissance and Reformation

C. The Modern State

D. The East

E. Exploration

II The Western Horizon

Chute, v.1, Introduction, pp. IX-XII

1. What is the general purpose of William Chute in editing this volume of documents?

2. Be able to describe the characteristics which may be attributed to the New World. Do you agree with these as essential characteristics? Are there any others which you feel should be added?

Karson, pp. 15-27

1. In what respects does Parkes' essay agree with your other reading on this subject?

2. What does he see as the two main factors producing the culture of the United States? Are the problems of present-day America the direct result of these factors?

3. What is the central theme in American history? Are we indeed transplanted Europeans? What has been the economic and social source of immigration to the New World?

4. To Parkes, what is the importance of agrarianism?

5. What was the stimulus which drove Europeans across the ocean?

6. "...America was from the beginning a state of mind and not merely a place." Do you agree? Why/why not?

7. How did the European psyche differ from that of an American? How does this different psyche reflect itself in political, religious, economic, and social aspects of life?

8. Parkes lists a number of American virtues - and faults. What are they?

9. We are again presented with the same problem as seen in many other contemporary thinkers - "the problem of reconciling the freedom of individuals with the welfare and stability of society." What do you see in contemporary times which illustrates this concept? To Parkes, what is the answer?

Unger - The American Past, pp. 3-11

1. For what reasons is the 17th century important to us in the late 20th century? Or is completely irrelevant?

2. What did the colonists have in mind as they landed? What did they produce in actuality?

3. What was the characteristic political organization throughout the New World? Was this characteristic also present in other institutions?

4. Relate geography, lack of a "going" society, and a developing way of life to the establishment of a new nation.

5. What role was assigned to "good" and "evil"? With such feelings of being directed by some greater power, what attitude does this develop in the 17th century American - and 18th, and 19th, and 20th? Does this perhaps explain many of our present-day problems?

UNIT 2

Text Reading: Degler, Chapter 1

See accompanying Reading Guide for study questions based upon Chapter 1.

Then proceed to:

Tape: Lecture #2, "O Happy Virginia"

See Outline for Lecture #2, and make appropriate notes on that Outline from the taped lecture.

Tape: Lecture #3, "New England and Puritanism"

See Outline for Lecture #3, and make appropriate notes on that Outline from the taped lecture.

Then proceed to:

Quiz, Unit 2

UPON SATISFACTORY COMPLETION OF UNIT 2 PROCEED TO UNIT 3

NOTE: Certain values are continually referred to in Degler's view. These continuing values of Americans include

egalitarianism
nativism
individual land-holding
materialism
individualism
religious diversity
secularization
moralism
feminism
conservatism
reform
humanitarianism
honor in labor
worship of success

Chapter 1 - "The Beginnings"

1. What developments occurred during the 17th century which make it the first century of the modern world?

2. Why did America emerge as a testing ground for the new modern world?

3. What factors conditioned theEnglish institutions in the NewWorld?

4. How did New England differ from other North American colonies?

5. Explain the differences between Whig liberalism and Burkean conserv--atism.

6. Outline the principle tenets of the Protestant ethic.

7. What of the Protestant ethic in everyday life - Puritanism in practice?

8. Although the Quakers were advocates of the Protestant ethic, in what important way did they differ from the New England Puritans? the Virginians?

9. Differentiate the beginning settlements of Virginia and New England - and how they were forced to revise their origins. Explain the difference - and import - between the Southern county and the New England town.

10. Fully understand the first sentence of Part 4, p. 26. What constituted Virginia society in the 17th century? Did slavery precede discrimination or vice versa?

11. Understand the historical development of slavery and the difference between real and chattel slavery. What of New England and slavery?

Identify, in relation to your reading:

patroonships

Body of Liberties

General Court

Catholic asceticism

Anne Bradstreet

"moral athlete"

Sabbatarian

body of freemen

doctrines of individualism and the covenant

LECTURE #2 - "O Happy Virginia"

I Early Efforts at Colonization

A. Interest of

1. Richard Hakluyt

2. Sir Walter Raleigh

3. Elizabeth I

B. The London Company, 1605

II Virginia

A. The Organization Man

B. Characteristics of the Settlement

1. The Land

2. The Labor

3. The Rules

C. But - by 1619...

1. Society

2. Case History - The Byrds

III Conclusions

LECTURE #3 - NEW ENGLAND AND PURITANISM

I The "Rocky Road"

A. Origins

1. John Calvin
2. World View
3. Causes

B. Doctrine

II City on a Hill

A. Theology-Base

1. Sterility of Thought
2. Community Builders
3. Sermon Emphasis
4. Congregational Polity
5. The Bible
6. Conservatism

III Puritanism in Practice

A. Social Relationships

B. Erosions from Within

IV The Heritage

1. Middle Class
2. Hard Work
3. Urban Life
4. Bible - as way of life
5. Protestant Ethic
6. Literature, History, establishment of colleges
7. Science
8. Public and private libraries

CALVINISM - THE "TULIP" FORMULA

T otal Depravity

U nconditional Predestination

L imited Atonement

I rresistability of Grace

P erseverance of the Saints

ABSOLUTE GOD - POWERLESS MAN

From a recent interview withAlistair Cooke, a veteran observer of the American scene:

> I remember some years ago when a historian at Yale, I believe it was, tried to make a study of vices and virtues in America as seen by Europeans. Everything canceled out in the end. Americans were seen as generous yet penny pinching; licentious but Puritanical; both hard-working and lazy; aggressive and shy. If America has any common tradition of which to be proud, it is the Puritan ethic. I have learned in traveling across America on this series (a new television series, "America, A Personal View") to be a little wary of poking fun at such things as work, thrift and religion. These qualities have held the country together in times of stress. Whatever you may think about the Puritan heritage of this nation it gave future generations one essential - the work ethic. I do not know of any civilization that has survived long without it. These characteristics which are so scorned by the left and overblown by the right are our most precious possessions, inherited from the pioneers who built a vigorous society and political system out of a wilderness. Whatever instinctive tradition America has is bound up in those values. The degree to which so many Americans are bewildered today is the degree to which they have strayed from the values. I think they must survive if America is to survive.

UNIT 3

Text Reading: Degler, Chapter 2

See accompanying Reading Guide for study questions based upon Chapter 2.

Then proceed to:

Tape: Lecture #4, "The Enlightenment and the Triumph of Reason"

See Outline for Lecture #4, and make appropriate notes on that Outline from the taped lecture.

Tape: Lecture #5, "Life in the Mid-18th Century"

See Outline for Lecture #5, and make appropriate notes on that Outline from the taped lecture.

Then proceed to:

Supplementary Reading:

Chute, v.1, pp. 45-53 (See accompanying Study Guide for questions)

Chute, v.1, pp. 73-77 (See accompanying Study Guide for questions)

Chute, v.1, pp. 206-213 (See accompanying Study Guide for questions)

Then proceed to:

Film Strip: American Arts and Skills, The Practical World of the Colonists (Part 1)

American Arts and Skills, 18th Century (Part 2)

Then proceed to:

Quiz, Unit 3

UPON SATISFACTORY COMPLETION OF UNIT 3 PROCEED TO UNIT 4

READING GUIDE - Degler, OUT OF OUR PAST
Chapter 2, "The Awakening of American Nationality"

1. How strong was European influence upon the colonies in the first century and a half?

2. What was the primary economic pursuit in this period of time?

3. Describe the extent of progress in the colonies, pre-1776.

4. Of what importance to the future was the broadly based property-holding class?

5. How and where did social mobility occur?

6. Did other European groups add spice - or dynamite - to the colonial ventures? Who were they? Where did they settle? What were their political views?

7. How is religious diversity and the trend toward secularization influenced by the various immigrant groups?

8. What was the Great Awakening? Was it an anachronism?

9. Why did women receive a fairer share in the New World? What was her status legally?

10. Did Americans demand rights as Englishmen? Was this a correct view? What rights did they automatically have therefore?

11. How was an individual colony governed?

12. How did the English and colonial interests drift apart?

Identify, in relation to your reading:

Delaware River region

George Whitefield

Theodore Frelinghuysen

Jonathan Edwards

John Wesley

"new-lights"

Parliament

salutary neglect

John Peter Zenger

LECTURE #4 - THE ENLIGHTENMENT AND THE TRIUMPH OF REASON

I Challenges to Tradition

A. Old World Theory

1. Sir Isaac Newton
2. John Locke
3. John Milton
4. Jean Jacques Rousseau

B. The Doctrine - "Heaven on Earth"

1. Natural Universe
2. Natural Law
3. Natural Rights

II The World-View

A. Progress

B. Reason

C. Deism

D. Environmentalism

III The Program

A. Authoritarian or Libertarian?

RATIONALISM

MAN - elevated, confident, sinless, strong
- free will
-rational, source of man's good and progress
- equal

GOD - omnipotent (Creator)
- omniscient
- forgiving, merciful
- God of Love (New Testament)
- remote
- not omnipresent

MAN-GOD - Man exercises will, choice, free agent
- Man questions life, nature, seeks to know nature
- Universe is ordered (laws of nature)
- Man can know the universe through reason

PURITANISM

MAN - sinful, base, weak, fearful
- exists at the whim of God
- irrational by implication
- unequal

GOD - omnipotent, omnipresent, onniscient
- strict, merciless, wrathful (Old Testament)
- personal, immediate

MAN-GOD - Man is predestined
- God is known proposition
- God is omnipresent, immediately involved in life of man
- Universe under capricious control of God
- God reveals Truth

LECTURE #5 - LIFE IN THE MID-18th CENTURY

The time has come, the Walrus said,
To talk of many things:
Of shoes - and ships - and sealing wax -
Of cabbages and kings - (Lewis Carroll)

I Common Problems

A. Indians

B. Creating Exports

C. Upcountry vs. Tidewater

D. Media of Exchange

II Everyday Existence

A. Coinage

B. Social Status - by clothing

C. Housing

D. Transportation

E. Architecture

F. The "Niceties"?

Chute, v.1, pp. 45-53

1. For what reasons do you think Europeans were particularly able to assess the characteristics of America and its inhabitants? Is this still possible for Europeans to make valid interpretations? Why/ why not? Examples?

2. What do you think accounts for the apparent prosperity of Philadelphia by the mid-18th century?

3. For what reasons had Pennsylvania turned into an agriculturally unproductive colony?

4. From an historical view why should such attention be called to the activities of the Jewish community in New York? The existence of such a group in New York tells you certain facts about New York... what can be concluded?

5. Be able to describe the types of servitude considered as "free'.

6. Obviously, marriage customs differ from one location to another, and from one era to another. What aspects of marriage customs in Pennsylvania during the colonial era do you find particularly interesting?

Chute, v.1, pp. 73-77

1. Here we find another view of what creates an American. Would you consider Crevecoeur an American according to <u>his</u> definition?

2. "...we are the most perfect society now existing in theworld." Was this true in 1790? Was it true in 1840? Is it true today? Justify.

3. To what sources does Crevecoeur attribute the "surprising metamorphosis"?

4. For what reasons should Crevecoeur be qualified to answer the question, what is an American?

Chute, v.1, pp. 206-213

1. In what ways does John Bernard's description of Yankee character differ from Crevecoeur's "American"?

2. What other characteristics of New England do you find in Bernard's comments than those of individual characters?

3. What is a Yankee? In what fashions do the swapper, the jobber, and the peddler differ?

4. What has been the customary view by Americans of the early New Englanders? In what ways does this description differ - or does it agree - with your prior opinion?

5. Why should the New Englander have been a sea-going individual?

UNIT 4

Text Reading: Degler, Chapter 3

See accompanying Reading Guide for study questions based upon Chapter 3.

Then proceed to:

Tape: Lecture #6, "Revolution?"

See Outline for Lecture #6, and make appropriate notes on that Outline from the taped lecture.

Tape: Lecture #7, "And a Resolution"

See Outline for Lecture #7, and make appropriate notes on that Outline from the taped lecture.

Then proceed to United States and Missouri Constitution Study sheets. Study also the Chart on the United States Constitution, and the comparison of the governments under the Articles of Confederation, and under the Constitution.

Then proceed to:

Film Strip: Problems and Policies of the New Government

Then proceed to:

Quiz: Unit 4

Quiz: United States and Missouri Constitutions

UPON SATISFACTORY COMPLETION OF UNIT 4 PROCEED TO UNIT 5

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 3, "A New Kind of Revolution"

1. What were the results of the Great War for the Empire? on Great Britain? on the colonies?

2. What is the difference between taxes for revenue - and those for regulation? Why was one disagreeable, and not the other?

3. What were the causes of revolution? Are they valid causes?

4. What was the political philosophy underlying the new colonial governments? Did this just appear in 1776, or had there been evidences of it earlier? What role was played by the constitutional convention?

5. Relate the following principles to early republican governments: bills of rights, written documents, separation of powers, franchise qualifications.

6. Explain radicalism and conservatism - 1770, 1780, 1790. What role did Hamilton's policies have in shaping these views? What was Hamilton's program?

7. The Revolution produced social side effects: separation of church and state, egalitarianism. Do such results produce radicalism in revolution, or conservatism?

Identify, in relation to your reading:

imperial administration and fiscal policy

Shays Rebellion

Whiskey Rebellion

Fisher Ames

Alexander Hamilton

Jeffersonian economic tradition

Anglican Church

Confiscation Acts

primogeniture

entail

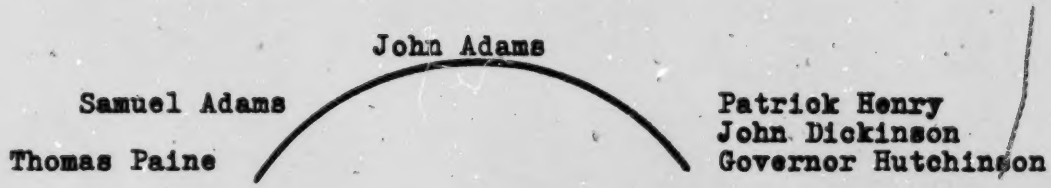
LECTURE #6 - REVOLUTION?

Introduction

I The Revolution

A. Causes

B. The Leaders



C. Course of Events

D. Results

LECTURE #7 - AND A RESOLUTION

I The Resolution

A. Confederation

1. Defects

2. Accomplishments?

B. Convention

C. Constitution

D. Coagulation and George Washington

THE UNITED STATES CONSTITUTION

Purposes:

The Preamble (introduction) clearly states why "we, the people" established this Constitution. The purposes were "to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity."

The Federal System: Division of Powers

Under the Constitution, the United States was provided with a Federal System of Government.

Under this system, powers are specifically divided between the Federal (or central) government and the State governments. The powers of the Federal government are those delegated (given) to it by the Constitution. These powers are clearly enumerated (listed) in the Constitution. Those powers which are not given to the Federal government, nor denied to the States, are called residual (remaining) powers, and are reserved for the states or the people. There are certain powers which are exercised by both the Federal and the State governments--the so-called concurrent powers.

Under the Federal system, each State government is supreme within its own sphere and is independent of the others.

The Delegated Powers:

These are the powers which are specifically granted to the Federal government, and according to Article I, Section 8, of the Constitution, Congress has the following powers:

1. Financial: levy and collect taxes; borrow money; coin money and regulate its value; prosecute and punish counterfeiters.

2. Commercial: regulate interstate and foreign commerce; establish rules for bankruptcy; establish post offices and provide post roads; grant patents and copyrights.

3. Military: declare war; raise, support, and make rules for an army and navy; use the state militia under certain circumstances; punish piracy.

4. Miscellaneous: provide courts below the Supreme Court; establish rules for naturalization of aliens; control the seat of government (Washington, D.C.) and all Federal property.

The Elastic Clause:

At the end of the list of delegated powers is a general statement that Congress shall have the power "to make all laws which shall be necessary and proper for carrying into execution the foregoing powers."

This general statement, which enables the stretching or expanding of the powers of the Federal Government, is known as the elastic clause. Powers based upon this elastic clause are called implied powers, since they are hinted at but not plainly stated in the Constitution. In all cases, implied powers are based upon specific delegated powers.

(The Elastic Clause, cont'd)

The implied powers make it possible for the Constitution to adjust itself or to keep up with changing conditions and new problems. (For example, the Federal government today regulates railroads and air traffic, even though railroads or air planes had not been invented at the time when the Constitution was written. Since, however, railroads go from state to state and airlines do the same, their regulation is based upon the elastic clause which covers the delegated power of Congress "to regulate commerce among the states.")

Residual Powers:

The Tenth Amendment to the Constitution states that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." In other words, these are the powers the states reserved for themselves over such matters as marriage and divorce, education, intrastate commerce, and general qualifications for voting, etc.

It must be noted, however, that although the states have the right to determine qualifications for voting, they cannot deny the right to vote to anyone because of race or color (Fifteenth Amendment), or sex (Nineteenth Amendment).

Concurrent Powers:

Concurrent powers are those exercised by both the Federal and the State governments. For example, both governments levy taxes, borrow money, build roads, etc.

Separation of Powers: The System of Checks and Balances.

Within the Federal Government, powers are separated among three distinct branches: executive, legislative, and judicial.

Each of these branches, as provided by the Constitution, may act as a brake on the activities of the others. This is known as the system of checks and balances. Its purpose is to prevent any branch of the government from gaining too much power. Briefly, it works as follows:

1. Executive: The president may check Congress by using his veto on legislation. By nominating judges for appointment, the President may check the Supreme Court. The President may use pardons and reprieves (except in cases of impeachment), and he may refuse to enforce court orders.

2. Legislative: Congress may check the President by simply refusing to pass legislation proposed by him. It may also override the President's veto by a two-thirds vote of both houses. The Senate may alone check the President by refusing to approve his appointments or by refusing to ratify treaties. The House of Representatives may bring impeachment charges against the President, but such charges must be heard before the Senate. Congress may check the Supreme Court by passing a new law to replace a law held unconstitutional. Congress may also initiate an amendment to the Constitution. It may also increase or decrease the number of judges on the Supreme Court.

   Since approval of both houses is neccessary to pass a law, the House of Representatives and the Senate are able to check each other.

3. Judicial: The Supreme Court may check the President by declaring his actions unconstitutional. In the same manner the Supreme Court may check Congress by its power to declare laws unconstitutional. Since 1803, when Chief Justice John Marshall first declared an act of the Federal government unconstitutional the Supreme Court has the power to declare as unconstitutional Federal and state laws. This power is known as judicial review. It should be noted that judicial review is not specifically mentioned, but it is implied, in the Constitution.

Protection of Civil Liberties: Original Constitution

In order that an individual may be protected against tyranny such as was experienced by the Colonials under British rule, the framers of the Constitution added the following restrictions (Article I, Section 9 and 10) on the powers of government:

Habeas Corpus The writ of habeas corpus may not be suspended by the Federal government, except in cases of invasion or rebellion. The writ of habeas corpus, which is issued by the court, protects the individual in case of arrest. If arrested, the individual must be presented with a statement of the charges against him, and provision must be made for bail and for a speedy trial.

Bill of Attainder Bills of Attainder may neither be employed by Federal nor by the state governments. A Bill of Attainder is a law passed by the legislature with the intention of punishing an individual without granting him a regular judicial trial.

Ex-post Facto Law Neither the Federal nor state governments may pass ex-post facto laws which seek to declare a person quilty of a crime for a former action, although the action was not criminal at the time committed.

Protection of Civil Liberties: Bill of Rights

The first ten amendments to the Constitution are known as the Bill of Rights. It protects the individual by guaranteeing freedom of speech, press and religion, the right to peaceful assembly, the right to petition the government, the right of an accused person to counsel, speedy trial and an impartial jury, and that no person shall be compelled to be a witness against himself. The Bill of Rights also prohibits the quartering of troops, unreasonable search of persons and houses, excessive bails and fines, cruel punishments, and the courts from trying an individual twice for the same offense.

It should be noted here that most state constitutions contain a similar Bill of Rights protecting the people against possible tyranny on the part of state governments.

The Unwritten Constitution:

In contrast to the written Constitution in which the powers of the Federal government are clearly enumerated, the unwritten constitution refers to the customs and traditions which have become part of the American way of doing things in the field of government and politics.

For example, the Constitution does not provide or mention an official group of Presidential advisers and assistants, known as the Cabinet. From the days of George Washington, however, every President employed such a group to aid and advise him in performing his duties. Other examples are the Congressional practice of handling

its work by means of committees, (i.e. Armed Services Committee); the practice by Presidential Electors of pledging in advance to vote for a specific candidate; the use of the Supreme Court of the power of judicial review; etc.

The Executive Power: The President

Tradition, (part of the unwritten constitution!) had limited any one person to two terms as President. (The term of office is 4 years). This tradition, beginning with George Washington, had been maintained throughout our history, except in 1940 when President F.D. Roosevelt was elected for a third term, and in 1944 for a fourth term. In 1951, the 22nd Amendment was added to the Constitution. This Amendment prohibits any one person from being elected President for more than two terms.

The Constitution stipulates that a candidate for the Presidency be a natural-born U.S. Citizen, at least 35 years of age, and for 14 years a resident within the United States.

The President is chosen by the electoral college--each state is entitled to as many electors as the total number of its Representatives and Senators in Congress.

The President of the United States is the most powerful elected official. His powers are derived both from the Constitution and from customs and traditions. In his capacity the President enforces the Constitution and the laws passed by Congress. He is the Commander-in-Chief of the army and navy. He determines foreign policy and, with the majority consent of the Senate, he appoints officials to assist him in the conduct of foreign affairs. The President receives foreign diplomats and he negotiates treaties with foreign countries. (Such treaties must be ratified by a two-thirds vote in the Senate.) In his "State of the Union" message and in other special messages the President may request the Congress pass specific legislation. The President may recall Congress into special session. He may veto legislation of which he does not approve. Among the President's other powers are the appointment of Federal judges, including the judges of the Supreme Court, and the granting of pardons and reprives for offenses against the United States, except in cases of impeachment.

During periods of national crisis, such as war, rebellion, or depression, many Presidents have stretched their authority to the limit and, because of existing emergencies, have acted with speed and decisions. Thus, Lincoln reacted to various crisis during the War Between the States; Wilson during the First World War; Roosevelt during the Depression in the 1930's, etc. This was possible because the other branches of the Federal government voluntarily suspended their prerogative to check the President's actions. With the passing of the crisis, the other branches of Government resumed their normal function.

The Legislative Power: Congress

Congress consists of two houses: the House of Representatives and the Senate.

The House of Representatives has 437 members, each elected for a two-year term. A candidate for the House must be at least 25 years of age, a U.S. Citizen for seven years, and a resident of the state from which he seeks election.

The number of Representatives per state varies according to population, on the basis of one Representative for approximately 350,000 inhabitants.

According to the Constitution, the House of Representatives has the following powers:

All revenue (money) bills must start in the House of Representatives.

The House of Representatives may bring charges of impeachment against Government officials, including the President.

The House of Representatives elects the President in case the electoral college fails to give any one candidate the majority of votes.

The Senate has 100 members, two from each of the 50 states, regardless of population. Senators are elected for a six-year term. In order to evade a drastic alteration of the Senate by any one election, elections for Senators are staggered so that only one-third of the Senate members are chosen every two years. A candidate for the Senate must be at least 30 years of age, a U.S. Citizen for nine years, and a resident of the state from which he seeks election.

According to the Constitution, the Senate has the following powers:

All treaties made by the President must be ratified by a two-thirds vote of the Senate.

The Senate must approve Presidential appointees to important governmental posts by a majority vote.

In case charges of impeachment are brought by the House, the Senate acts as a jury to hear the evidence and determine the question of guilt.

Since the Senate is a much smaller body than the House of Representatives, its members have the privilege of unlimited debate. As a result, many filibusters, that is, attempts by a single Senator or a group of Senators to talk continuously in order to prevent a vote from being taken on a bill, have taken place in the Senate.

General Powers of Congress:

The principal duty of Congress is to pass legislation for the welfare of the entire nation.

The Supreme Court:

The Supreme Court is the highest judicial authority in the land. It hears cases on appeal from lower Federal courts and the highest state courts. Its decisions are final.

The Supreme Court consists of one Chief Justice and eight Associate Justices. Decisions of the Court are made by a majority vote.

Four historians comment on the making of the Constitution:

Charles Beard, who likes to emphasize economic reasons for historical developments, commented in his book An Economic Interpretation of the Constitution (New York, 1913), that "...The first steps toward the formation of the Constitution were taken by a small and active group of men immediately interested through their personal possessions in the outcome of their labors... a large propertyless mass was, under the prevailing suffrage qualifications, excluded at the outset from participation in the work of framing the Constitution... The Constitution was not created by 'the whole people,' as the jurists have said; neither was it created by 'the states' as Southern nullifiers long contended; but it was the work of a consolidated group whose interests knew no state boundaries and were truly national in their scope..."

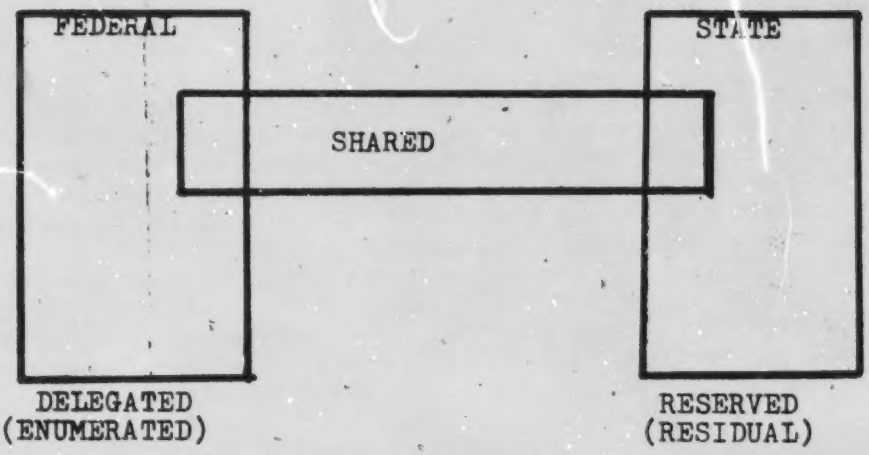
An interesting analysis has been profided by Harold U. Faulkner who, in his book American Political and Social History (New York, 1946), points out an inconsistency:

"The most amazing result of the whole situation, and this point was not lost upon all, was that the Constitution aimed to restore much the same sort of authority that the colonies had fought a long war to abolish."

Concerning the opposing views of the Federalists and the Anti-Federalists, Samuel E. Morison and Henry S. Commager in their work, The Growth of the American Republic (5th ed., New York, 1962, Vol. I), side with the Federalists:

"There is little doubt that the Anti-federalists would have won the Gallup poll... In this situation, however, the Federalists were the realists. They had learned from experience that the natural rights, philosophy, taken straight, would go to a nation's head and make it totter or fall. Had not half of the Commonwealth of Massachusetts gone on a terrific binge? Federalists believe that the slogans of 1776 were outmoded; that America needed integration, not state rights; that the immediate peril was not tyranny, but disorder or disolution; that certain political processes, such as war, foreign affairs, and commerce, were national by nature; that the right to tax was essential to any government; and that powers wrested from king and parliament should not be divided among thirteen states, if the American government was to have any influence in the world."

UNITED STATES CONSTITUTION



AN EVALUATION OF THE CONSTITUTION AND THE DECLARATION OF INDEPENDENCE

Although both the tone and the purpose of the Constitution differed from those of the Declaration, the underlying doctrine of the latter was preserved. The Constitution was based on the principle that men create governments for their common good as they agree upon it. Sovereignty lay, theoretically with the people, although in actual practice it is exercised by the government. The government to be established under the Constitution was created for the purpose of preserving law, order, and social stability, that individuals might enjoy fully "life, liberty, and the pursuit of happiness." Where differences of opinion arose, they were based on differing interpretations of the concepts of natural law and natural rights.

American political history has been to a large part a continuation of the differences of opinion expressed at the time of the Constitution's adoption. There have always been parties which have stood for a strict observance of the Constitution, rigid adherence to legal procedure, an emphasis on economic stability, and a resistance to change. Parties and political factions representing the Anti-Federalist views have also continued, and they have repeatedly asserted the predominance of popular will and majority rule in their campaigns to introduce fundamental change. The result has been a slowing up of expressions of popular will until sufficient time exists for deliberation. The process toward the fulfillment of democratic ideals has, indeed, been slow and deliberate, but it has never been completely checked nor completely reversed. The progress, like the Constitution itself, has not been entirely satisfactory to anyone. Some have found it too slow, others too rapid. Its continued existence, however, cannot be denied.

STRENGTHENING THE CENTRAL GOVERNMENT

ARTICLES OF CONFEDERATION	FEDERAL CONSTITUTION
A loose confederation of states	A firm union of people
1 vote in Congress for each state	2 votes in Senate for each state; representation by population in House
2/3 vote (9 states) in Congress for all important measures	Simple majority vote in Congress subject to presidential veto
Laws executed by committees of Congress	Laws executed by powerful President
No Congressional power over commerce	Congress to regulate both foreign and interstate commerce
No Congressional power to levy taxes	Extensive power in Congress to levy taxes
No federal courts	Federal courts, capped by Supreme Court
Unanimity of states for amendment	Amendment less difficult
No authority to act directly upon individuals, and no power to coerce states	Ample power to enforce laws by coercion of individuals and to some extent of states

PHILOSOPHIC BASE OF HAMILTON (FEDERALISTS) AND JEFFERSON (ANTI-FEDERALIST)

HAMILTON	JEFFERSON
1. Concentrate power	1. Diffuse power
2. Feared anarchy, wanted order	2. Feared tyranny, thought liberty
3. Republican government, by governing class	3. Republicanism no good without democratic base
4. Gloomy view of human nature based on Thomas Hobbes	4. Optimistic view based on Rousseau
5. Diversify economic life - encourage shipping, manufactures by legislation	5. Nation of farmers

WHERE DO YOU STAND?

MISSOURI CONSTITUTION

AMERICAN CIVILIZATION

HISTORY 82.100

Background Information:

The Constitution of every one of the fifty states has as its chief purpose the regulation of the internal affairs of the state. Certain matters are already stated as prerogatives of the Federal Government in the U.S. Constitution. These deal with matters that go beyond or across the boundaries of any one state. They also deal with the certain rights of individual citizens which are protected by the U.S. Constitution.

Constitution of 1820 - first, shortest, accomplished by a 41-delegate convention meeting at St. Louis from June 12 to July 19, 1820. The result was never taken to the people for a popular referendum.

Constitution of 1865 - the "Drake Constitution" written by a new convention meeting in St. Louis from January 6 to April 10, 1865; adopted on June 6, 1865 by very close popular vote. It was strongly anti-Confederate in tone. It also placed further limitations on the legislature and added a provision requiring that all proposed amendments to the constitution be ratified by the people before going into effect.

Constitution of 1875 - framed by a convention which met at Jefferson City from May 5 to August 2, 1875 - ratified on October 30, 1875 by large popular vote. It was lengthier; included many restrictions on the legislature, most having to do with state finances; top officials of the executive branch of the government were to be elected for four-year terms, and five supreme court judges for ten-year terms; new provision, first of its kind in the United States, gave to cities of over 100,000 population the privilege of self-government under a home-rule charter. A total of 172 amendments were submitted to the people during the ensuing years, 61 being ratified. One, adopted in 1908, established the initiative and referendum; another, 1920, required that every 20 years the people should vote on the question of holding a constitutional convention.

The Constitution of 1875 became a lengthy mixture of general clauses and detailed ones, of fundamental law, and secondary matters. By 1940 only six states had longer constitutions than the Missouri one.

1921 - people voted to hold a constitutional convention for the purpose of undertaking a general revision. Twenty-one broad amendments were recommended by the convention which met in Jefferson City, May 15, 1922 to November 6, 1923. Only six were adopted by the people.

Constitution of 1945-question of calling a convention was submitted on November 3, 1942 - carried, and on April 6, 1943, 83 convention delegates were elected. Meetings convened at Jefferson City September 21, 1943 to September 29, 1944. A special election was held February 27, 1945 and adopted by vote of almost two to one although the total turnout was embarrassingly small, less than one-fifth of the eligible voters.

Ratification support came mostly from the northwest quarter of the state and from St. Louis and Springfield areas. The liberal tone of the Constitution on the race question led to sectionalism on this matter. There appeared to be little party politics involved over ratification, although a popular comment was: "The Democrats called the Convention but the Republicans adopted the Constitution."

The Constitution when adopted was considerably shorter than that of 1875 with its long string of amendments, but the bare Constitution of 1945 is actually longer than the bare Constitution of 1875. As to both content and organization, the 1945 Constitution is decidedly superior to the one it replaced. Most noticeable improvements relate to the executive branch, to the general modernization of the government, and to the orderliness and arrangement of the document as a whole.

Although the government of Missouri has been operating on the whole very well under the Constitution of 1945, some people think there are a number of things which could be improved:

1. increased problems of local government, particularly with regard to finance
2. absoluteness of the Governor's vetoes at the end of a legislative session
3. elections pile-up in November of leap years

The Constitution of 1945 provides a fundamentally sound and coherent framework of government. Many feel what is now needed is a series of adjustments to meet increasing economic and social complexities, and the growing problems of urbanization.

OUTLINE OF MISSOURI CONSTITUTION

PREAMBLE

"We, the people of Missouri, with profound reverence for the Supreme Ruler of the Universe and grateful for His goodness, do establish this Constitution for the better government of the State." (Note the difference in tone of this Preamble with that of the United States Constitution.)

ARTICLE I-BILL OF RIGHTS

This is essentially the same as the Federal Constitution.

ARTICLE II-DISTRIBUTION OF POWERS

This is essentially the same as the Feceral Constitution.

ARTICLE III-LEGISLATIVE BRANCH

a. All legislative power is vested in the General Assembly, the Senate and House of Representatives.

b. The House of Representatives - 163 members, elected for two-year terms, with qualifications of 24 year age, qualified to vote for two years, and resident of county or district one year; membership apportioned by bi-partisan commission appointed by the Governor with the result that St. Louis-St. Louis County will have 54 seats in the House instead of 29 (under old system)

c. Senate - state divided into 34 convenient districts of contiguous territory as compact and nearly equal in population as may be possible; qualification - 30 years old, qualified voter for three years, reside in district from which elected; elected for four-year terms, staggered

d. The General Assembly meets in regular session on the first Wednesday after the first day of January following the general election. (Under 1971 law, the same legislature also meets in shorter session in the off-years.) A law becomes effective 90 days after the adjournment of the session in which it was passed, with such exceptions as emergency appropriations, etc. The General Assembly may override the Governor's veto by repassing the bill by a 2/3 vote in both houses.

e. Limitations on the Legislature: cannot loan money to individuals, remove seat of government from Jefferson City, authorize lotteries or gift enterprises, in special session act on any other subject than purpose of cali

ARTICLE IV-EXECUTIVE BRANCH

a. Governor elected for four-year term; qualifications 30 years old, United States citizen for 15 years, resident of state for 10 years, eligible for re-election.

b. Other executive officers - Lt. Governor (has no executive responsibilities, merely leads the Senate), Secretary of State, State Treasurer (cannot succeed himself), Attorney-General, State Auditor

c. Executive departments - Revenue, Highways, Conservation, Agrigulture, Education

ARTICLE V-JUDICIAL BRANCH

a. Magistrate Courts - lowest level, one per county, one judge per court except in more populated counties, elected for four-year term; jurisdiction-original in civil suits involving less than $500, minor criminal cases (misdemeanors) where punishment is either a fine or sentence in jail or workhouse

b. Probate Courts - Settle estates of deceased persons; four-year terms, elected by people in all counties except for St. Louis City and Jackson County, where nonpartisan court plan is used; one probate court per county

c. St. Louis court of Criminal Corrections - on a level with Magistrate courts, taking cases involving violations of state law; two judges, chosen by the non-partisan plan; original jurisdiction over misdemeanors and appellate jurisdiction over cases from magistrate and police courts of the city

d. Circuit Courts - original jurisdiction in almost all civil and criminal cases except for minor cases taken by the magistrate courts; appellate jurisdiction over cases from magistrate and probate courts; judges elected for six-year terms, except for St. Louis City and Jackson County where non-partisan plan operates

e. Courts of Common Pleas - only found in Cape Girardeau and Hannibal due to particular needs

f. Court of Appeal - state divided into three large appellate districts, with courts located at Springfield, Kansas City, and St. Louis; each court has three judges, elected for 12-year terms through the nonpartisan plan; appellate jurisdiction in civil cases where the money in dispute is not more than $15,000, and all appeals in criminal cases where the offense is a misdemeanor

g. Supreme Court - seven members, selected for 12-year terms through the nonpartisan plan; appellate jurisdiction in all cases such as felonies, controversies involving amounts larger than $15,000, cases involving interpretation of the Constitution of the United States and of Missouri; appellate cases from the courts of appeal; original jurisdiction in impeachment cases (where the officer is other than the Governor or a member of the Supreme Court) in issuing certain writs, and certain election contests

h. Nonpartisan Selection of Judges:
all judges must be licensed lawyers
position obtained through direct election or through a complicated procedure involving both appointment and subsequent election
Operation:
1. when a vacancy occurs in a judgeship, the appropriate judicial commission nominates three names to the Governor
2. Governor appoints one of these three
3. when the term of that judgeship expires and the judge wishes to remain in that office, he must file his candidacy for election
4. at this election the people have an opportunity to vote to retain him in office
5. if the vote is no, the commission must meet again

ARTICLE VI-LOCAL GOVERNMENT

a. counties: their consolidation, division or dissolution and classification
b. special charters for cities over 10,000
c. indebtedness of municipalities
d. indebtedness of local governments with/without popular approval

ARTICLE VII- PUBLIC OFFICERS

a. impeachment process
b. qualifications for various minor officals

ARTICLE VIII-SUFFRAGE AND ELECTIONS

a. general elections held the Tuesday next following the first Monday in November. of each even year
b. voting qualifications, 18 years of age, one year state residency (now ruled against by Attorney General but not yet implemented), 60 days in the county, city or town, United States citizen, and a registered voter
c. guarantee of secret ballot

ARTICLE IX - EDUCATION

a. Free schools established and maintained by the General Assembly
b. supervision of state school system in hands of board of education
c. no discrimination in hiring of teachers
d. prohibition on the use of public money for religious purposes
e. promotes development of free public libraries

ARTICLE X - TAXATION

a. taxing power to be exercised by General Assembly, counties and other political subdivisions under powers granted by Generaly Assembly
b. taxes for public purposes only
c. uniformity of tax for all citizens throughout the state
d. state aid for local purposes
e. limitations on local tax rates, although makes possible increases in local tax rate through a popular vote (local school districts, municipalities, counties)

ARTICLE XII - AMENDING THE CONSTITUTION

Proposal	Ratification
by General Assembly, majority in both houses	by simple majority of votes cast in popular election
by popular initiative	same as above
by constitutional convention	by the people from 2 to 6 months after the adjournment of the convention

Every 20 years the people have the right to express their desire for a convention to revise the state constitution (last vote on this issue was 1965).

UNIT 5

Text Reading: Degler, Chapter 4

See accompanying Reading Guide for study questions based upon Chapter 4.

Then proceed to:

Supplementary Reading:

Unger, The American Past, pp. 115-128
(See accompanying Study Guide for questions)

de Tocqueville Reading - in your packet
(See accompanying Study Guide for questions)

Thenproceed to:

Film Strip: American Arts and Skills, Homespun (Part 3)

The West and the Growth of Democracy

Industrial and Agricultural Expansion

Then proceed to:

Quiz, Unit 5

UPON SATISFACTORY COMPLETION OF UNIT 5 PROCEED TO UNIT 6

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 4, "To Make A More Perfect Union"

1. Describe, and note on a map, the territorial and political expansion of the new nation. Consult an atlas - on Reserve.

2. What did the west mean economically? How was it brought into the Union as an economic asset?

3. As new areas came into settlement, with which section did they find common cause? Why?

4. How extensive was industrial expansion, pre-1860?

5. What has the frontier meant to American civilization? Do you accept Turner's thesis? Be able to outline it. Why/why not? Where have there been other frontier experiences?

Identify, in relation to your reading:

Louisiana Purchase

Texan Revolution

Manifest Destiny

James K. Polk

James Wilkinson, Aaron Burr

mixed enterprise

protective tariff

Lowell, Massachusetts

Eli Whitney

interchangeable parts

Alexis de Tocqueville

John Maynard Keynes

Unger, "The American Past", pp. 115-128

1. What is Billington's definition of individualism? In what fields is it applicable? Do we still observe this form of individualism?

2. In what areas does the citizenry particularly speak of upholding its individuality?

3. Relate this "feel" for individuality to the frontier. How does Billington contradict the more traditional view of the frontier as a breeding ground for individuality?

4. Be able to outline Billington's conclusions about the frontier. What did the frontier produce in American life?

de Tocqueville Study Sheets

1. By this time, you will have confronted Tocqueville's views many, many times. Why do you think this is so?

2. Who was he? why was he in the United States? at what period of time?

3. What were his views on American society, politics, materialism, mobility, the frontier, religion, feminism, and sectionalism?

4. Have any of his fears, or prophecies, occurred?

In 1831 two well-born young Frenchmen, Alexis de Tocqueville and Gustave de Beaumont, set sail from LeHavre for America. Ostensibly they were to study the American prison system, but their real aim was far more ambitious. "We are leaving," wrote Tocqueville, "with the intention of examining, in detail and as scientifically as possible, all the mechanism of that vast American society which everyone talks of and no one knows... We are counting on bringing back the elements of a fine work." In time that "fine work" would become Tocqueville's classic analysis of American society, Democracy in America; but first, as Beaumont wrote, they must "see America... its inhabitants, its cities, its institutions, its customs." For nine months they did just that, traveling the length and breadth of the nation.

The America Tocqueville and Beaumont saw, and they saw a great deal, can be recaptured today in their notes and letters, and in the drawings, prints, and paintings of the period. The America that the artists pictured has long ago disappeared, yet many of the fundamental traits of the society Tocqueville analyzed may still be observed in the America of today.

After an Atlantic passage of some 40 days, Tocqueville and Beaumont landed in New York City for a six-week stay, May 11, 1831. As he looked at the bustle and hustle of New York City, Tocqueville saw a city and a society that differed greatly from Paris and the aristocratic society of early 19th century France. The first impressions were hardly complimentary:

> To a Frenchman the aspect of the city is bizarre and very agreeable. One sees neither dome, nor bell tower, nor great edifice, with the result that one has the constant impression of being in a suburb. In its centre the city is built of brick, which gives it a most monotonous appearance...The streets are very badly paved, but sidewalks for pedestrians are to be found in all of them.

Everywhere he looked he saw one kind of business or another, and noted that the whole society seems to have melted into a "middle class". From this he made his first major generalization about American society:

> We are most certainly in another world here. Political passions here are only on the surface. The profound passion, the only one which profoundly stirs the human heart, the passion of all the days, is the acquisition of riches.

He found a business society at first "both vulgar and disagreeably cultivated"' he soon noted that

> before my eyes is none the less an immense spectacle. Never before has a people found for itself such a happy and fruitful basis of life. Here freedom is unrestrained, and subsists by being useful to everyone without injuring anybody. There is undeniably something feverish in the activity it imparts to industry and to the human spirit. But up to now that fever seems only

> to increase man's power without affecting his reason. In spite of this activity, nature's resources are inexhaustible. What remains to be done seems to increase in proportion to what has already been done. New York, which had 20,000 should at the moment of the American Revolution, has 200,000 now, and each year adds immense developments to its greatness.

Tocqueville and Beaumont had an unusual opportunity to observe the upper crust of American society, for wherever they went they found that the company of two young French aristocrats was considered a badge of social affectations. In New York Beaumont wrote that

> the aristocracy of fortune aims at distinction here as elsewhere. Much is made of the oldness of families. I was astonished to hear these proud champions of equality call themselves "honorble squires". They put heraldic arms on their carriages and on their seals. The taste for superiority crops up everywhere. They are besides excessively vain. Money is the only social distinction.

Fresh from the excitements of revolution-torn Paris, Tocqueville found social life in mercantile-minded America exceedingly dull.

> In the United States they have neither war, nor pestilence, nor literature, nor eloquence, nor fine arts, nor revolution; no great excesses... They enjoy there the most insipid happiness which can be imagined. The people grow more enlightened, knowledge is spreading, a middling capacity is becoming common. The outstanding talents, the great characters, are more rare. Society is less brilliant and more prosperous.

The America that Tocqueville and Beaumont set out to explore was, as Tocqueville put it, "one vast forest, in the middle of which they have carved out some clearings." In 1831 railroads were still in their infancy and canals provided only slow and cramped transportation which a gentleman avoided whenever possible. This was instead the heyday of the stagecoach and the steamboat, and it was largely with the aid of these conveyances that the two Frenchmen made their extensive tour of the United States. In nine months they traveled more than 4000 miles, saw something of all 24 states, explored the edge of the western frontier, traveled down the Ohio and the Mississippi from Pittsburgh to New Orleans, and visited almost all of the nation's major cities.

Neither stagecoach nor steamboat seems to have treated the somewhat frail Tocqueville very kindly, but he never lost his sense of humor, his determination to carry on, or his capacity for objective reporting. The stage road might be "infernal" and the carriage "without springs" yet he could still note the "tranquility of the Americans over all these inconveniences. They seem to bear

them as necessary evils." When he nearly lost his life aboard an Ohio River steamboat trapped in ice, he remarked mildly, "water journeys do not go well with us." But above and beyong the nations rough but remarkably extensive network of communications, Tocqueville had nothing but praise:

> The roads, the canals, and the mails play a prodigious part in the prosperity of the Union...In the Michigan forests there is not a cabin so isolated, not a valley so wild, that it does not receive letters and newspapers at least once a week. America has undertaken and is finishing some immense canals. It already has more railroads than France. Of all the countries of the world America is the one where the movement of thought and human industry is the most continuous and the most swift.

Probably no part of his trip provided Tocqueville with as many insights as the two weeks he spent on the edge of the frontier in the forests of Michigan territory. The deeper he penetrated into the wilderness, the more amazed he was to find that the American was much the same sort of fellow on the frontier as he was in the city. "The man you left in New York you find again in almost impenetrable solitudes: Same clothes, same attitude, same language, same habits, same pleasures." He attributed this similarity to the fact that "those who inhabit these isolated places have arrived there since yesterday; they have come with the customs, the ideas, and the needs of civilization."

If the settler seemed to be trying to shape the frontier in the image of the civilization he had left behind, the frontier was also putting its own stamp on the American character.

> The American has no time to tie himself to anything. He grows accustomed only to change, and ends by regarding it as the natural state of man. He feels the need of it, more, he loves it; for the instability, stead of meaning disaster to him, seems to give birth only to miracles all about him.

In this world of change, asked Tocqueville, how could the American be anything but an optimist?

> The same man has given his name to a wilderness which none before him had traversed, has seen the first forest tree fall and the first planter's house rise in the solitude, where a community came to group itself, a village grew, and today a vast city stretches. Without transition you pass from wilderness into the streets of a city. (Detroit was) a small town in the middle of the woods, (with shops well stocked with French fashions.)

On their return from Michigan the two Frenchmen resumed touring the older states, then boarded an Ohio River steamboat for Cincinnati, the "Queen City of the West." What they saw sent them both to their notebooks.

> I don't believe there exists anywhere on earth a town which has had a growth so prodigious. Thirty years ago the banks of the Ohio were a wilderness. Now there are 30,000 inhabitants...a city which seems to want to rise too quickly for people to have any system or plan about it. Great buildings... houses under construction, no names on the streets, no numbers on the houses, no outward luxury, but the image of industry and labor obvious at every step.

Cincinnati demonstrated the vigor of the western frontier, Tocqueville wrote. "Society is growing more rapidly than man." But when their steamboat headed down the Ohio, he was interested to notice how different were Ohio and Indiana, the free states on their right, from the slave state of Kentucky on their left.

> For the first time we have had the chance to examine the effect that slavery produces on society. On the right bank of the Ohio everything is activity, industry; labor is honored; there are no slaves. Pass to the left bank and the scene changes so suddenly that you think yourself on the other side of the world; the enterprising spirit is gone. There, work is not only painful; it's shameful, you degrade yourself in submitting yourself to it. To ride, to hunt, to smile like a Turk in the sunshine; there is the destiny of the white.

Beaumont-... in the houses of the whites slaves are an obligatory furnishing, as is a chair or a table...The convenience of being served...makes the white indolent... His customs are feudal; he spends his time hunting, riding, or doing nothing.

Slavery, observed Tocqueville, after witnessing a slave auction, "brutalizes the black population and debilitates the white. Man is not made for servitude."

Critical as he was of slavery, Tocqueville's aristocratic heart was warmed by southern charm. Southerners were "frank, hospitable, and put many things before money." But charm alone did not make a strong society.

> You see few churches, no schools. Society, like the individual seems to provide for nothing. (The South would end)...by being dominated by the North. Every day the North grows more wealthy and densely populated while the South is stationary or growing poor. The first result of this disproportionate growth is a violent change in the equilibrium of power and political influence. Powerful states become weak, territories without a name become

> states. Wealth, like population, is displaced. These changes cannot take place without injuring interests, without exciting violent passions.

The more Tocqueville saw the more convinced he became that equality, both social and political was the guiding principle of American life. "The great advantage of the Americans is...that they are born equal instead of becoming so." No institution provided proof of this assertion so convincingly as the family. In America, he observed, "the paternal authority is almost reduced to nothing." As soon as the first years of childhood were past, equality, and with it freedom and independence, were given the young-male and female, first-born and last-born alike. Such treatment not only produced the rapid maturing of self-confident men and women ready to extend the frontier but also led to the growth of strong ties between father and son, mother and daughter, brother and brothers. Tocqueville felt certain that "in proportion as manners and laws become more democratic...rules and authority are less talked of, confidence and tenderness are often increased." In a democracy, he believed, this state of affairs boded well for the family, but raised serious problems for society. "Democracy loosens social ties, but tightens natural ones; it brings kindred more closely together, while it throws citizens more apart."

In short, it appeared to Tocqueville that outside of the family circle equality tended to isolate men and make them selfish. This dangerous situation might lead either to complete conformity, or, at the other extreme, to unrestrained individualism. But happily, Tocqueville noticed, the young democracy had created a veritable abundance of social institutions which managed to generate diversity while providing a frame work for communal enterprises.

> American of all ages, all conditions, and all dispositions constantly form associations. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds, religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give detertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; in this manner they found hospitals, prisons, and schools. If it is proposed to inculcate some truth or to foster some feeling by the encouragement of a great example, they form a society.

To Tocqueville, the centrifugal forces in American life, rather than the centripetal ones were the most dangerous. It seemed to him that "in proportion as the circle of public society is extended, it may be anticipated that the sphere of private intercourse will be contracted; from supposing that the members of modern society will ultimately live in common, I am afraid that they end by forming only small coteries." As he penned one of his most telling comments on American life, Tocqueville observed:

> In the United States a man builds a house in which to spend his old age, and he sells it before the roof is on; he plants a garden and lets it just as the trees are coming into bearing; he brings a field into tillage and leaves other men to gather the crops; he embraces a profession and gives it up; he settles in a place, which he soon afterwards leaves to carry his changeable belongings elsewhere. If his private affairs leave him any leisure, he instantly plunges into vortex of politics; and if at the end of a year of unremitting labor he finds he has a few days' vacation, his eager curiosity whirls him over the vast extent of the United States, and he will travel 1500 miles in a few days to shake off his happiness. Death at length overtakes him, but it is before he is weary of his bootless chase of that complete felicity which forever escapes him. When the distinctions of ranks are obliterated and privileges are destroyed, when hereditary property is subdivided and education and freedom are widely diffused, the desire of acquiring the comforts of the world haunts the imagination of the poor, and the dread of losing them that of the rich. Many scanty fortunes spring up; those who possess them have a sufficient share of physical gratifications to conceive a taste for these pleasures, not enough to satisfy it. They never procure them without exertion, and they never indulge in them without apprehension. They are therefore always straining to pursue or to retain gratifications so delightful, so imperfect, so fugitive.

Tocqueville had scarcely been in America a month when he wrote

> Never have I been so conscious of the influence of religion on the morals, and the social and political state of a people. Sunday is rigorously observed. As for what we generally understand as faiths, such as customs, ancient traditions, the strength of memories... I don't see a trace of them...the immense majority have "faith" in the wisdom and good sense of human kind. In France, I had almost always seen the spirit of religion and the spirit of freedom marching in opposite directions. But in America I found they were intimately united.

United in spirit, but separated in fact, of course; separation spared the church the worldly misfortunes of the state and left it free to be democracy's conscience. Tocqueville concluded that "while the law permits Americans to do what they please, religion prevents them from conceiving, and forbids them to commit what is rash or unjust."

Education - During most of his tour Tocqueville wrestled with the question: could a democratic society achieve stable government? Finally halfway down the Ohio River, he decided that indeed it could. He recorded that "enlightenment" more than anything else, including "virtue", was the prime reason for America's success at self-government: "The Americans are hardly more virtuous than others, but they are infinitely better educated." American education, he continued, was stamped with a democratic character: primary instruction was "within the reach of everybody"; higher education was "scarcely to be obtained"; anyone was "free to found a public school and direct it as he pleases"; and education was" an industry like other industries, the consumers being the judges and the state taking no hand whatever." Actually state governments did take a hand, but in 1832 education was still largely a local and a private matter. Almost every town outside the South maintained a primary school, and the churches ran a variety of educational institutions. Though not enthusiastic about equal education for women, Tocqueville felt there was "no choice". A good education was "indispensable to protect women from the dangers with which democratic manners surround them."

But schooling was just one part of an American's education. "The citizen of the United States does not acquire his practical science and his positive notions from books; the instruction he has acquired may have prepared him for receiving those ideas, but it did not furnish them. The American learns to know the laws by participating in the act of legislation; and he takes a lesson in the forms of government from governing. The great work of society is ever going on before his eyes, and as it were, under his hands." In addition, as he observed, the daily newspaper which alone "can drop the same thought into a thousand minds at the same moment" helped to keep Americans informed.

All in all Tocqueville was immensely impressed and concluded that "the mass of those possessing an understanding of public affairs, a knowledge of laws and precedents, a feeling for the best interests of the nation, and the faculty of understanding them, is greater in America than in any place else in the world.

> No sooner do you set foot upon American ground than you are stunned by a kind of tumult; a confused clamor is heard on every side, and a thousand simultaneous voices demand the satisfaction of their social wants. Everything is in motion around you.

By 1832 universal white manhood suffrage was the rule in all but a few states; although only about 60% of those eligible had voted in the Presidential election of that year, this was double the figure for 1824. "King Caucus" had given way to the national nominating convention and most state offices were now elective. "The people reign in the American political world as the Deity does in the universe."

A few weeks before Tocqueville returned to France he made his one and only visit to Washington. The capital city, which was then barely 30 years old, did not strengthen his confidence in the vigor of the central government: "Washington offers the sight of an arid plain, burned by the sun, on which are scattered two or three sumptuous edifices and the five or six villages composing the town."

He toured Capitol Hill systematically and observed all the institutions of government, including the House of Representatives. He met as many, most notably President Andrew Jackson, as time allowed. He found them clever and ambitious, but lacking in statesmanship. They offered a clear demonstration of the leveling influence of democracy, he decided. The city, the politicians, even the President, lacked the grandeur and the sense of high purpose, which Tocqueville had hoped to find. For the time being it did not matter, he wrote, for in the "New World...man has no other enemy than himself...In order to be happy and to be free, he has only to determine that he will be so." The challenge would come in the future, when America would have to "resort to conscription and to heavy taxation."

> Democracy does not always perish from weakness and inability to act. It is not in the nature of a democratic power to lack material means, but rather moral force, stability, and skill. Tangible objects and ideas circulate throughout the Union...Nothing checks the spirit of enterprise. The government invites the aid of all who have talents or knowledge to serve it. Inside of the frontiers of the Union profound peace prevails, as within the heart of some great empire; abroad it ranks with the most powerful nations of the earth; two thousand miles of coast are open to the commerce of the world; and as it holds the keys of a new world its flag is respected in the most remote seas. The union is happy and free as a small people, and glorious and strong as a great nation.

UNIT 6

Text Reading: Degler, Chapter 5

See accompanying Reading Guide for study questions based upon Chapter 5.

Then proceed to:

Supplementary Reading:

Chute, v.1, pp. 138-147
(See accompanying Study Guide for questions)

Unger, "The American Past", pp. 171-190

Then proceed to:

Tape: Lecture #8, "A Jug of Wine..."

Tape: Romantic Poetry

Then proceed to:

Film Strip: American Painting, Part 2: Romantic Era

American Arts and Skills, Romantic Decades (Part 5)

Then proceed to:

Quiz, Unit 6

UPON SATISFACTORY COMPLETION OF UNIT 6 PROCEED TO UNIT 7

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 5, "The Great Experiment"

1. In what ways do we see a more democratic nation produced by developments in the United States by the mid-19th century?

2. How did this faith in the people go beyond Thomas Jefferson and Thomas Paine?

3. Be able to list the contributions of the Presidents to this changing attitude of increased observance of the people's will.

4. In what other ways than political was the equality of all men illustrated?

5. What does Degler see as the importance of Andrew Jackson? What were the "firsts" which emerged from his administrations?

6. What diverse groups were supporters of Jackson? What was the Jacksonian Principle?

7. What was the historic function of Jackson's laissez-faire views? Who have been its beneficiaries?

8. What is Romanticism? How did it differ from the Enlightenment? How did the views concerning reform differ? What is the significance of the sub-chapter heading, "On the Road to Damascus"?

9. What has been the role of education in American life?

10. Which reform consumed all the others by the mid-19th century?

Identify, in relation to your reading:

Martin Van Buren

George Bancroft

Whig

Democrat

James K. Polk

Anti-Masonic Party

Loco-Focos

Horace Mann

Significance of: Charles River Bridge
Fletcher v. Peck
Dartmouth v. Woodward

52

Chute, v.1, pp. 138-147

1. Another foreign observer! How can they report so acutely on American life?

2. If she had made a balance of credits and defects - what would be included on each side, and how would the balance end?

Unger,"The American Past", pp. 171-190

1. What is the origin of reform in the United States?

2. To the mid-19th century, what was wrong with democracy? How did these views find expression in religion?

3. How does the attitude of a romantic reformer differ from the view of the Enlightenment? Where does each view find perfection? Where do you find it?

4. Be able to outline the specific areas of reform which emerged in the mid-19th century.

5. Why were communitarian settlements established? Do these reasons differ any from the same type of settlements found today? How?

6. Why did the communities die out? Does the same fate await today's ventures? Why/why not?

LECTURE #8 - A JUG OF WINE...

I Romanticism - What It Was

II Transcendentalism

A. What It Was

1. Optimism

2. "Over-Soul"

B. Adherents

1. Ralph Waldo Emerson

2. Henry David Thoreau

III The Pessimists

A. Edgar Allan Poe

B. Nathaniel Hawthorne

C. Herman Melville

IV National Self-Consciousness

UNIT 7

Text Reading: Degler, Chapter 6

See accompanying Reading Guide for study questions based Upon Chapter 6.

Then proceed to:

Supplementary Reading:

W. J. Cash - The Mind of the South, Ch. 2, "Of the Man at the Center"
(See accompanying Study Guide for questions)

Unger, The American Past, pp. 148-170

Then proceed to

Film Strip: American Arts and Skills, Classic Revival (Part 4)

Then proceed to:

Tape: Lecture #9, "An Abolitionist Profile"

Then proceed to:

Quiz: Unit 7

UPON SATISFACTORY COMPLETION OF UNIT 7 PROCEED TO UNIT 8

AMERICAN CIVILIZATION 82.100 ISDL -52-
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 6, "The American Tragedy"

1. What were the historical developments which combined to infuse new strength into American slavery? How did these developments effect slavery in the "old South", and the newly developing South? Of what importance was slavery to the South? Was this importance real, or imagined?

2. Be able to explain the changing economics concerning slavery.

3. Understand, equally, the matter of race in considering this problem.

4. What was the slave's attitude toward his own situation? What was his status? How did he respond to it? Is there any evidence of dissent

5. What was the impact, culturally, of slavery on blacks? on whites?

6. Be able to outline the "establishment" of southern existence. What was the importance of land? of Jeffersonianism? Why was the South "xenophobic"? (Perhaps a dictionary would be in order at this point, hmmmm?)

7. How did the North react to the problem? What were the proposed solutions? Why does a "higher law" represent a Pandora's box?

8. What role was assumed by the new Republican Party in the conflict?

9. According to Degler, what was the basic issue between North and South?

Identify, in relation to your reading:

Eli Whitney

ante-bellum

Frederick Law Olmsted

John C. Fremont

Kansas-Nebraska Act

"Bleeding Kansas"

Pottawatomie Massacre

Senator Charles Sumner

Dred Scott

W. J. Cash - "The Mind of the South"

1. What was the core factor of Southern existence?

2. Was there a class structure in the South? Why/why not?

3. What were the dominant traits of the Southern ethic?

4. In what ways were black and white interrelated in that world?

5. In speaking of the frontier, Cash makes certain observations concerning its influence. Do his observations complement what you have already read? How do you account for any difference?

6. In what ways does the Southerner's interest in politics and religion reflect the basic traits described by Cash?

7. What is your opinion of this view - as a whole?

Unger - "The American Past", pp. 148-170

1. What had happened in the South by 1830? What did this portend for the future?

2. Be able to outline the variety of crops with which slavery was utilized. What were the differences between the Upper and Lower South?

3. What were the two different types of using slave labor? What was the division between slaves on a given plantation?

4. What of urban life? factory work? hiring out? freedom?

5. Can any generalization be made about the life of a slave? of his treatment?

6. How did the rising cost of slaves effect their usage?

LECTURE #9 - AN ABOLITIONIST PROFILE

I From Whence the Profile Came

II Abolitionism

A. Historical Development

B. "The Group", 1830's

1. Who?

2. When?

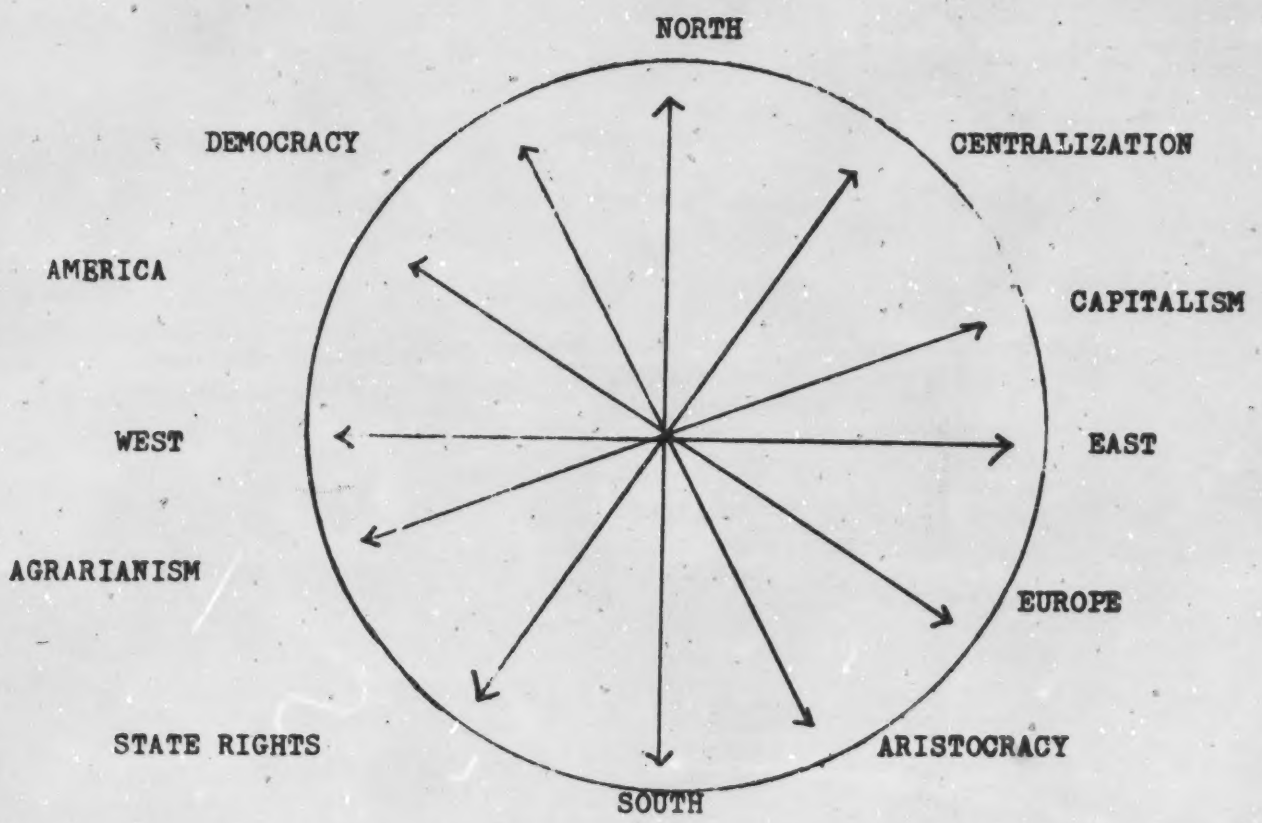
3. Why?

C. The Self-Image - a champion against the arch-aristocrat, the great enemy of democracy, the oppressor of his fellow men, the exploiter of weaker brothers

1. Indoctrination of this spirit - as a child's A B C's:

A is an Abolitionist
A man who wants to free
The wretched slave, and give to all
An equal liberty.

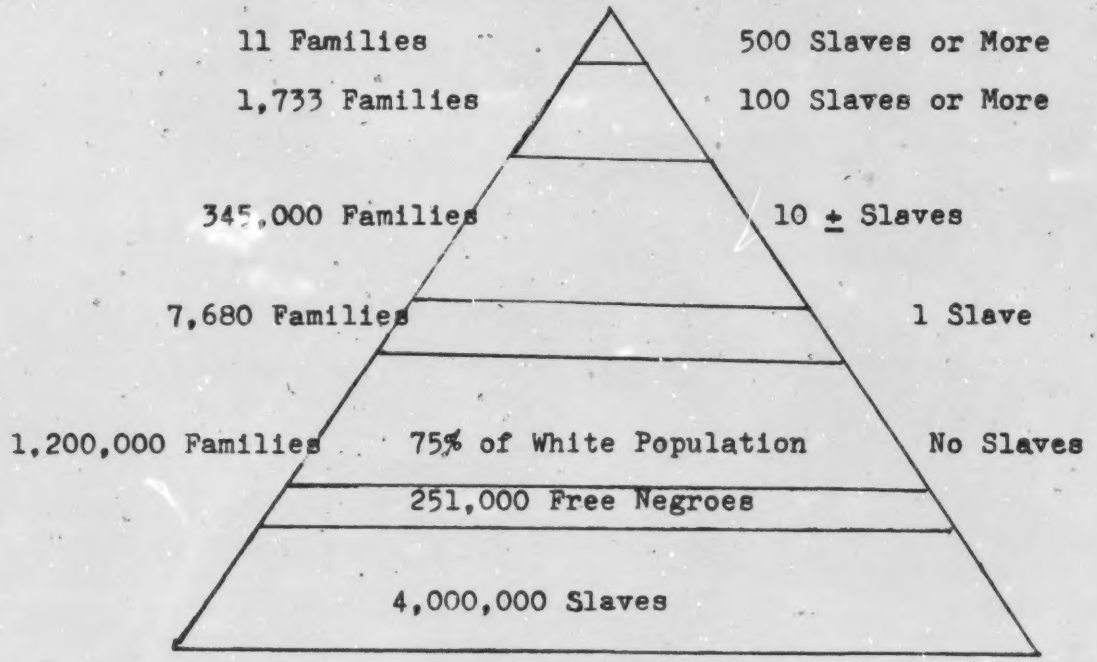
B is a Brother with a skin
of somewhat darker hue,
But in our Heavenly Father's sight,
He is as dear as you.....


NORTH
DEMOCRACY
CENTRALIZATION
AMERICA
CAPITALISM
WEST
EAST
AGRARIANISM
EUROPE
STATE RIGHTS
ARISTOCRACY
SOUTH

"KING COTTON"

	1800	1860
Lbs. Cotton Exported	17,790,000	1,768,000,000
Value " "	$5,000,000	$ 192,000,000
Total U.S. Exports	$71,000,000	$334,000,000
% of Cotton in Relation to Exports	7	57

WHITE MAN'S WORLD IN THE SOUTH



Ratio of Non-Slave Owners to Slave-holders 3:1

UNIT 8

Text Reading: Degler, Chapter 7

See accompanying Reading Guide for study questions based upon Chapter 7.

Then proceed to:

Tape: Lecture #10, "Billy Yank and Johnny Reb"

Film Strip: Civil War and Reconstruction

Tape: Lecture #11, "The Great Emancipator"

Tape: Bob Newhart, "Abe Lincoln vs. Madison Avenue"

Then proceed to:

Quiz: Unit 8

UPON SATISFACTORY COMPLETION OF UNIT 8 PROCEED TO UNIT 9

1. What were the two powerful forces which erupted into civil conflict?

2. What is nationalism? southern nationalism?

3. How did war affect the people in both North and South? How devoted to the cause were both sections?

4. What was the "second American Revolution"? Do you agree with this interpretation? Why/why not?

5. What was the traditional economic medium of the nation? How was it revised in subsequent years?

6. In what respects was the Civil War the first modern war?

7. How did the war affect southern life? How did the newly-freed man fare'

8. What bonds of union were forged by the war?

9. What factors provided a supreme central government and an accompanying decline of state sovereignty?

Identify, in relation to your reading:

Sanitary Commission

Charles A. Beard

sharecropping

lien system

tenant farming

LECTURE #10 - BILLY YANK AND JOHNNY REB

I The Civil War "GI" - Be He Billy Yank or Johnny Reb

A. Reasons for Enlistment

B. Officers and Men

C. Musket Problem - Cavalry - and Glamor

D. Life and Death

And yet - the common foot soldier, on either side, was at the mercy of certain irrevocable economic facts of life:

RESOURCES:

	NORTH	SOUTH
POPULATION - WHITE		
1850	17 Million	6 Million
1860	24 Million	8 Million
Slaveholders		
1850		347,525 (X5)= 1,737,625
1860		383,637 (X5)= 1,937,625
R R Mileage	21,000	9,000
Manufactures	$21 Billion	$156 Million
Capital	$421.9 Million	$ 76 Million

LECTURE #11 - THE GREAT EMANCIPATOR

I Abraham Lincoln - What Was He?

A. To Contemporaries

1. Friends

2. Foes

B. As President

1. Policy?

2. A Politician - a Statesman?

3. Success?

UNIT 9

Text Reading: Degler, Chapter 8

See accompanying Reading Guide for study questions based upon Chapter 8.

Then proceed to:

Tape: Lecture #12, "The Deal"

Then proceed to:

Tape: The South and the Negro (Center for Cassette Studies)

Then proceed to:

Tape: Lecture #13, "The Gilded Age"

Then Proceed to:

Film Strip: American Arts and Skills, Gilded Opulence (Part 7)

Then Proceed to:

Quiz: Unit 9

UPON SATISFACTORY COMPLETION OF UNIT 9 PROCEED TO UNIT 10

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 8, "Dawn Without Noon"

1. What were the differences in attitude toward the black man - in North and South? How did the Radical Republicans affect these attitudes?

2. Be able to identify - slave laws, black codes, Jim Crow laws.

3. What was the goal of the Radicals during Reconstruction? How did Southern reaction actually encourage Radical actions?

4. Stevens identifies three great principles for which the war was fought. What were they? In view of lecture, other reading, and personal observation, do you agree with his list? Why/why not?

5. There is apopular myth concerning reconstruction. Be able to outline it briefly. Does this myth agree with the facts.

6. What are the two different kinds of disfranchisement?

7. What did the Negro want following the Civil War? Were his wants satisfied?

8. What were the long-range accomplishments, as by-products, of Reconstruction?

9. What brought the Negro problem to a head in the South? What, then, did that problem produce?

10. In what historic light should Reconstruction be considered?

11. What was the Southern position by the 1880's? Which black leader lent his support to the general discrimination?

Identify, in relation to your reading:

Ben Wade, Charles Sumner, Thaddeus Stevens

13th, 14th, 15th Amendments

Ku Klux Klan

Radical Reconstruction - Black Reconstruction

Ben Tillman, James Vardaman

poll taxes, literacy tests

Plessy v. Ferguson

Civil Rights Act, 1875

John Marshall Harlan

Booker T. Washington

LECTURE #12 - THE DEAL

I The Reconstruction Administrations

A. Andrew Johnson

B. Ulysses S. Grant

II 1876 - a Year of Reform

A. The Issues

B. The Men

C. The Problem

D. The Solution

III The Deal

A. Immediate Results

B. Long-range Results

LECTURE #13 - THE GILDED AGE

Introduction

I United States - Panorama

A. Politics

B. Culture

C. Economy

II Features of the Age - 1870's

A. Jacksonian Levelling

B. Fluid Society

C. Nation-Wide Phenomenon

D. Frontier Spirit

III The Prototype - U.S. Grant

UNIT 10

Text Reading: Degler, Chapter 9

See accompanying Reading Guide for study questions based upon Chapter 9.

Then proceed to:

Film Strip: Emergence of Industrial America

Then proceed to:

Supplementary Reading:

Unger, "Beyond Liberalism", pp. 118-132
(See accompanying Study Guide for questions.)

Then proceed to:

Tape: Lecture #14, "The Clouds"

Then proceed to:

Quiz: Unit 10

UPON SATISFACTORY COMPLETION OF UNIT 10 PROCEED TO UNIT 11

READING GUIDE - Degler, OUT OF OUR PAST
Chapter 9, "Machines, Men and Socialism"

1. What was the great change in the country, 1865-1914? How did that change affect the economy, politics, and society?

2. Be able to briefly outline the transition in
   a. population
   b. transportation
   c. natural resources
   d. politics
   e. attitude
   f. inventions
   g. motivation

3. Why was this change evident, if one only had observed, early in our development?

4. What assistance was provided by the government to this growth? May this perhaps prove that our government does respond to the wishes of people? Why/why not?

5. What are the varying views concerning American entrepreneurs? What factors are consistent in these views?

6. How did new types of business enterprises influence this great growth?

7. How, and when, did government attempt to place controls on growth? Were they effective?

8. What factors produced a "new South"? What did this "new South" mean for the nation?

9. How did new philosophic concepts favor this nation's drive? What did these concepts do to the lower classes - "the hewers of wood and drawers of water"?

10. What was the transition in thought of labor? What of unions and organization? Were unions interested in socialism? Why/why not?

Identify, in relation to your reading:

Sherman Antitrust Act

Robber Barons

Henry Demarest Lloyd

Interstate Commerce Commission

"partnership between God and Mammon"

Noble Order of the Knights of Labor

American Federation of Labor

Terence V. Powderly

Samuel Gompers

"So long as Horatio Alger means anything to Americans, Karl Marx will be just another German philosopher."

LECTURE #14 - THE CLOUDS

I Darwin - New Apostle

A. Basic Concepts

B. Add Two Parts Herbert Spencer

C. Translator and Publicist - John Fiske

1. Impact on America

II William James

A. Who He Was

B. The Search

C. Pragmatism

1. Democratic

2. Individualistic

3. Humane and Optimistic

4. Adventurous

III John Dewey

A. "Group" Pragmatism - Instrumentalism

Unger, "Beyond Liberalism", pp. 118-132

1. First - do not be overly concerned with the actual names, figures, and details. You should read this article for the generalizations and conclusions.

2. In what ways do types of historians differ? - the New Left, the conservative, and the consensus view.

3. In what ways can patterns of mobility be traced?

4. Understand the categories of high mobility, static, and intermediate.

5. What were the origins of the common laborers in Newburyport? What was the major source of upward mobility for these laborers?

6. How did one enter the white collar group in Newburyport?

   Is this still a valid conclusion?

7. For what reasons did the static families find themselves in that category - and then stay there?

8. What is the relationship between father and son in achievement? Is there any carry-over of this conclusion to today's society?

9. What general assumptions about American opportunity are brought into question by these findings?

UNIT 11

Text Reading: Degler, Chapter 10

See accompanying Reading Guide for study questions based upon Chapter 10.

Then proceed to:

Supplementary Reading:

Unger, "The American Past", pp. 265-290
(See accompanying Study Guide for questions)

Unger, "The American Past", pp. 227-239
(See accompanying Study Guide for questions)

Then proceed to:

Film Strip and Record: A Nation of Immigrants

Film Strip: Profile of Americans

Then proceed to:

Quiz: Unit 11

UPON SATISFACTORY COMPLETION OF UNIT 11 PROCEED TO UNIT 12

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 10 - "Out of Many, One"

1. How extensive has immigration been to America? In what ways has immigration influenced the character of the United States?

2. In what periods of time have the peaks of immigration occurred? How these two peaks differ? Have all immigrants been contented?

3. In what ways does the attitude toward America influence our foreign policy? Can we continue with the same assumptions?

4. In what ways has a shortage of labor influenced the flow of immigration, and the settlement of those immigrants? Be able to identify particular areas strongly influenced by particular groups.

5. What effect have immigrants had on the city and political machines? What is the evidence indicating that immigrants, and 2nd generation citizens, hold on to ties with the Fatherland?

6. How did many-generation Americans react to the changing ethnic pot? How have immigrants influenced such institutions as the church?

7. Are we increasingly pluralistic, or homogenized? For good or bad?

8. Relate the nativists and Know-Nothing Party to growing consciousness of Americanism. Do you see any relationship to emerging third party activity in this country in the present day?

9. In more recent years, what has been official policy to immigration? Do you agree with this policy?

Identify, in relation to your reading:

American Protective Association

attitude of labor leaders

Anglo-Saxonism

Unger, "The American Past", pp. 265-290

1. What long-standing tradition was denied between 1917-1924? By what theory was it replaced? How was the new theory implemented?

2. From what sources did this new theory materialize? Were these sources valid ones? Why/why not?

3. What was the Dictionary of Races? What were the major teachings of that Dictionary?

4. On the basis of "scientific" investigations, what conclusions were drawn about the "new immigrant"?

5. How have those conclusions shaped our national thought?

Unger, "The American Past", pp. 226-239

1. How may a tenement be defined? Is this definition a valid one for today's world?

2. Of what significance was the Tenement House Law of 1867?

3. What was a dumb-bell? What were its values - and liabilities?

4. How is housing related to a city's growth - or decline?

5. What happened to the certainties of the equalitarian society in an industrialized-urban age?

6. How did the slum and the new immigrant merge in popular thinking?

7. What did the tenement reformer wish to accomplish?

UNIT 12

Text Reading: Degler, Chapter 11

See accompanying Reading Guide for study questions based upon Chapter 11.

Then proceed to:

Supplementary Reading:

Unger, "Populism, Nostalgic or Progressive", pp. 3-9
(On Reserve in Library - see accompanying Study Guide for questions)

Then proceed to:

Tape: Lecture #15, "Somewhere Over the Rainbow"

Tape: Selections from the "Music Man"

Then proceed to:

Film Strip: Growing Crisis for the Cities

Embattled Metropolis

Then proceed to:

Quiz: Unit 12

UPON SATISFACTORY COMPLETION OF UNIT 12 PROCEED TO UNIT 13

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 11, "Alabaster Cities and Waves of Grain"

1. From where does the title of this chapter come? How does the title reflect what is in the chapter?

2. What were the factors which produced the atmosphere in which men were drawn to the city?

3. Which decade saw the greatest increase in urban population? Why? Where? What of the importance of satellite cities?

4. Obviously problems arise when you bring people together in numbers. What were some of these problems which materialized very early? How did these problems affect the quality of life?

5. What features for the individual are found in urban centers as opposed to the country?

6. What are the inherent mental dangers of city existence?

7. Be able to outline the territorial growth and resultant productivity of the agricultural world. Relate mechanization, widening markets, price and communications revolutions to this expansion. What then became of the traditional independent yeoman farmer?

8. With the world assaulting him, in what ways did the farmer respond?

9. Understand the Populist response fully. In what ways did the Populist views and platform foretell the future? What were the real results?

Identify, in relation to your reading:

Patrons of Husbandry

Farmers Alliances

James Weaver

free silver

overproduction

William Jennings Bryan and Cross of Gold

convenient historical memory

Unger, "Populism, Nostalgic or Progressive?", pp. 3-9

1. Account for the differing viewpoints of Hicks and Hofstadter on the subject of Populism.

2. According to Hicks, what were the demands of the Populists? How were these demands eventually met? Does this prove his thesis? Why/why not?

3. Did the Populists envision a "Utopia"? Is such a vision an unusual situation in our nation?

4. Were the Populists naive and nonsensically simple?

5. What were some of their special "hang-ups"? What has been the lasting effect of these matters?

6. After reading of the two approaches, where do you stand?

LECTURE #15 - SOMEWHERE OVER THE RAINBOW

I Down on the Farm

A. Physical Surroundings

B. Historical Prospectus

C. Low Man - and Woman

II "The Way Out" - Populism

A. Basic Tenets

1. Golden Age

2. Harmonious Interests

3. Social Dualism

4. Conspiracy

B. Accomplishments

UNIT 13

Text Reading: Degler, Chapter 12

See accompanying Reading Guide for study questions based upon Chapter 12.

Then proceed to:

Supplementary Reading:

Chute, v.2, pp. 280-283, 284-291
(See accompanying Study Guide for questions)

Then proceed to:

Tape: Lecture #16, "Onward and Upward With the Progressives"

Then proceed to:

Film Strip: Parties, Politics and Problems

Then proceed to:

Quiz: Unit 13

UPON SATISFACTORY COMPLETION OF UNIT 13 PROCEED TO UNIT 14

AMERICAN CIVILIZATION 82.100 ISDL
READING GUIDE - Degler, OUT OF OUR PAST
Chapter 12, "New World A-Comin'"

1. Was the Progressive movement conservative or radical? Does this differ or agree with previous such movements?

2. What was the traditional Protestant view of society? What then did this traditional view produce? What changes were needed? What were the alternatives?

3. What was the Roman Catholic view?

4. What was the "institutional church"? How does that concept correlate with current directions in churches?

5. What was the "social gospel"? Does it offer conflict with neo-orthodoxy?

6. Answer for yourself the inherent question in the last paragraph of Section 1 - on page 351.

7. What were the effects of the new world on the home and family? How did the Progressives' views on these changes differ from concerns of today among "liberals"? From where did the Progressives come?

8. Why were - and are - women considered minorities?

9. How did technology offer possibilities of change for the American woman?

10. What was wrong with American society, which Progressivism attempted to change? What was their program? Did it work?

11. Understand the relationship between the social gospel and Progressivism.

12. What elements of Progressivism were more radical in their views? If these elements have carried on down today, what would we call them?

Identify, in relation to your reading:

Josiah Strong
Washington Gladden
Henry Ward Beecher
Walter Rauschenbusch
Salvation Army
neo-orthodoxy
W.C.T.U.
muckrakers
commission form - city-manager
initiative, referendum, recall, Australian ballot
F.T.C.
caveat emptor
moral relativism

Chute, v.2, pp. 280-283

1. From reading White's comments - for what reasons does it appear that graft and corruption are more likely in the situation of small elective bodies, rather than in a large electorate?

2. What were the techniques in Kansas of providing a "favorable" candidate?

3. Railroads were of importance in Kansas. What other industries had comparable powers in other states?

4. From current news stories and campaign oratory, are we free of such practices today?

5. From combining of his selection with Degler's discussion of Progressivism, did the Progressives have the answers?

Chute, v.2, pp. 284-291

1. Are publications - magazines and newspapers - still performing the function of informing the public of improprieties? Cite examples.

2. According to Steffens, what makes Philadelphia worse than other large cities which had experienced corruption?

3. Why does he call the Philadelphians disfranchised?

4. If American ideals have called for efficiency and knowledgeable management, what is wrong with a political machine?

5. How is a political machine like a cancerous growth? Is this a valid analogy?

LECTURE #16 - ONWARD AND UPWARD WITH THE PROGRESSIVES

Introduction - What It Was

I Progressive Profile

A. Who?

B. Why?

C. Mythology

1. The Golden Past

2. Anti-Urban

3. Dislike of Class Spirit

4. Results?

UNIT 14

Supplementary Reading:

"Woodrow Wilson and World War I: Armageddon for Progressivism"
(Contained in this packet of materials; see Study Guide for questions)

Tape: "I Can Hear It Now, 1919-1932"

Tape: Dorothy Parker Poetry

Then proceed to:

Supplementary Reading:

Unger, "The American Past", pp. 307-316
(See accompanying Study Guide for questions)

Then proceed to:

Quiz: Unit 14

UPON SATISFACTORY COMPLETION OF UNIT 14 PROCEED TO UNIT 15

Noble: "Woodrow Wilson and World War I: Armageddon for Progressivism"

1. What were the major shifts in American attitudes, 1890-1914?

2. What force actually replaced land as a frontier symbol?

3. How did this new adaptation affect the role of the U.S. in international dealings? Note the importance of purity, the hero, and solution to problems and purification of the world.

4. To Wilson,what was the role to be assumed by the Progressive?

5. To Wilson what was his own personal role?

6. What was Wilson's view of the western hemisphere? Was he timid and cowardly, as Roosevelt accused him?

7. What of "virtue through violence"? Is this acceptable to us today? Was it logical in 1911?

8. Was Wilson an imperialist? If so how could he advocate neutrality? If not, how did he reach the need for a declaration of war?

9. What had been the traditional "egg-head" attitude toward Germany, 1890-1914? How, and why, did this change?

10. Study carefully the 2 middle paragraphs, p. 175 - be sure you understand them in view of earlier reading and lectures.

11. How did millenialism differ from the "cranks" of 1890 to the middle class view of 1917?

12. Describe this millenial dream of 1917 (p. 179) - and what happened to it by 1919.

Unger, "The American Past", pp. 307-316

1. Be sure you understand what Lindbergh did.

2. How does the author develop the concept of an attempted blending of the frontier hero with the machine age?

3. In reality, which category fits Lindbergh?

4. Was Lindbergh's role in this whole story an innocent one, or a self-serving one? Why?

5. What does all of the hullabaloo in 1927 tell us about the "state of the nation" during the '20's?

6. Does Bertrand Russell's statement, p. 316, have any relevance for us today? If so, what? If not, how is the stated dilemma resolved?

UNIT 15

Text Reading: Degler, Chapter 13

See accompanying Reading Guide for study questions based upon Chapter 13.

Then proceed to:

Film Strip:
"Beginning of the Depression"

"Dust Bowl"

Then proceed to:

Tape: "I Can Hear It Now, 1933-1945"

"Invasion from Mars"

Then proceed to:

Quiz: Unit 15

UPON SATISFACTORY COMPLETION OF UNIT 15 PROCEED TO UNIT 16

READING GUIDE - Degler, OUT OF OUR PAST
Chapter 13, "The Third American Revolution"

1. Why are depressions so destructive in a machine civilization? What is the basis for calling the response to that depression the third American Revolution? Do you agree with this analogy? Why/why not?

2. What were the four basic problems which produced the depression? What were the options in getting out of it? What were the effects on American society?

3. Understand the respective roles of various governmental agencies which were designed to "regulate" the economy.

4. How did these acts differ from the traditional view of laissez faire, and the views of laissez faire proponent, Herbert Hoover?

5. Understand the counter proposals of such as Coughlin, Townshend, Huey Long. Why did FDR succeed instead of one of the other alternatives?

6. What were the elements of the Democratic appeal?

7. What had been the transition in political thinking of the Negro?

8. How did the Depression affect labor? How did the changes relate to what has been said earlier in Degler concerning labor and unions? What is the difference in approach between the AFL and CIO.

9. What role has been assumed by government in management-labor controversy?

10. What was FDR's role in the New Deal, and the changes wrought?

11. Was the New Deal conservative, radical, reactionary? Why?

Identify, in relation to your reading:

Securities and Exchange Commission

Agricultural Adjustment Acts

Tennessee Valley Authority

Civil Works Administration

Works Progress Administration

Mark Hanna

John L. Lewis

National Labor Relations Board

Taft-Hartley Act - Wagner Act

UNIT 16

Text Reading: Degler, Chapter 14

See accompanying Reading Guide for study questions based upon Chapter 14.

Then proceed to:

Film Loops: "Spanish-American War"

"World War I: Trench Warfare"

Then proceed to:

Film Strip: "Pearl Harbor"

"Viet Nam"

Then proceed to:

Supplementary Reading: - On Reserve in Library

Gentles, "Dream On America", pp. 381-389
(See accompanying Study Guide for questions)

Gentles, "Dream On America", pp. 415-420
(See accompanying Study Guide for questions)

Then proceed to:

Quiz: Unit 16

UPON SATISFACTORY COMPLETION OF UNIT 16 PROCEED TO UNIT 17

READING GUIDE - Degler, OUT OF OUR PAST
Chapter 14, "The Making of a World Power"

1. What were the steps in transition from an isolationist nation to one of involvement? What has been the cost? For what reasons was isolatio our first response?

2. Consider the stages in this transition - and the world in which those ideas were prevalent.

3. What has been the moralistic base of America's view of international relations? What of our views on neutral rights?

4. In addition to idealism, wh t has been the other approach to foreign policy? What was Wilson's innovation?

5. What was "manifest destiny"? Develop this concept from the earliest days to the present time.

6. What is the interrelationship between domestic and foreign policy? Is this true today?

7. What is the relationship between national power and prestige, and uncertainty and fear?

8. What is signified by the "new imperialism"?

9. What has been our interest in the Orient? Relate this to the Spanish-American War.

10. What was American response to the European war, 1914? Was this a realistic approach? Response after the war? What was Wilson's pol.cy?

11. How extensive was America's world involvement during the '20's? What was the popular view at the time?

12. How did isolationism of the '30's differ from that of the '20's? How did FDR respond to this?

13. Why was the entrance of the United States into the Second World War a "watershed hin history"?

14. Was FDR an idealist or realist? Truman?

15. In what ways was the United States misguided during the post-war years? How did the growing strength of the U.SS.R. cause us problems?

16. What was our response to these problems?

17. What was the import on foreign policy of the Korean War?

18. Is this policy - "ideological justification for the United States military seeking the rule of law in international relations by punishing aggressors" a valid one? What does it show of our attitude, and what is the ultimate result?

Chapter 14, cont.

Identify, in relation to your reading:

John Adams

Thomas Jefferson

George Washington

James Monroe

doctrine of two hemispheres

George Kennan

Woodrow Wilson

Alfred T. Mahan

home markets

Philippine Islands

Open Door Policy

Freedom of trade, self-determination, neutral rights

Neutrality laws

Lippmann's thesis

Five-power Treaty, etc.

Kellogg-Briand Pact

isolationism, and its supporters

Lend-Lease

Teheran

Yalta

Potsdam

Cold War

containment of Soviet communism

Marshall Plan

NATO, SEATO

Syngman Rhee

Chiang Kai-Shek and Nationalists

Elbe to the Mekong

Gentles, "Dream On, America", pp. 381-389

1. In what ways do aspirations conflict with institutions? Is this true in other respects than peace-war?

2. Actually Woodrow Wilson asked for a declaration of war one month after his second inauguration!

3. What was so different about the United States in the 20th century, than the 19th century?

4. Understand the developments concerning foreign policy - George Washington, James Monroe, William McKinley, Teddy Roosevelt, Wilson, FDR, Truman, LBJ.

5. From reading Degler also - what has been the raionable behind America's increasing foreign entanglements?

6. Were Wilson and FDR deliberately misleading the American public by pledges of neutrality during their reelection campaigns?

7. Should America try to be the world's policeman? Why/why not?

Gentles, "Dream On, America", pp. 415-421

1. The questions are here in the reading. What is your response?

UNIT 17

Text Reading: Karson, pp. 135-141
200-203
220-230
233-243
208-211
272-275
287-288
316-323
391-399

See accompanying Reading Guide for study questions.

Then proceed to:

Supplementary Reading:

Unger, "Beyond Liberalism", pp. 297-310
(See accompanying Study Guide for questions)

Then proceed to:

Film Strip:

"America's Cultural Revolution"

"Alienated American"

"Mass Media: Their Role in Democracy"

Then proceed to:

Tape: What we laughed at - and yet were embarrassed by - during the '50's:

"Nichols and May - Telephone Sequence"

"The Bickersons - Breakfast with John and Blanche"

"Little Boxes"

AND

"Camelot Keeps Fading"

Then proceed to:

Quiz: Unit 17

UPON SATISFACTORY COMPLETION OF UNIT 17 PROCEED TO UNIT 18

pp. 135-141- "America and the World Revolution"

1. What is the basic concept of Arnold Toynbee's "great civilizations"?

2. According to Toynbee, what is America's role? Why have we let this role fade?

3. What is the difference between nationalism - and universalism? Do you agree with his fears concerning one - and not the other?

4. Why was immigration restricted in the '20's? To what dangers was this restriction a response? What role had been traditionally played by immigration?

5. What does "self-insulation" infer for the future?

6. Consider the last paragraph, p. 141 - do you agree with his conclusion?

pp. 200-203 - "A Definition of Other-Direction"

1. Be able to outline Riesman's three types of societies.

2. Of what value is it to study "national character"? Is there such a thing?

3. Economically, what does a decline in occupations of production and extraction, and an increase in occupations of white-collar work and service trades portend?

pp. 220-230 - "The Organization Man"

1. Whyte again traces the development of our society from one of adventurers to technicians. Where does he see this trend heading?

2. Which is worse - a tyranny of the majority, or a tyranny of the minority? Why?

3. Why does he find the Social Ethic not suited to the needs of "modern Man"? Do you agree?

4. Consider the implications of - "The new man wants your soul."

pp. 233-243 - "Protestant-Catholic-Jew"

1. What has religion become in the contemporary world? What is "overt anti-religion"? "religiousness without religion"?

2. What do Americans want from religion today? Does this agree with Herberg's comments concerning the '50's?

3. Drawing upon your wide Biblical knowledge - what happened in the O.T. when civic religion appeared among the Chosen People?

4. In what ways does his concept of national messianism differ from the traditional WASP-Protestant Ethic approach of earlier centuries? Or is there any difference?

5. What is religion supposed to be - to do? Does the "divine-human chumminess", "livin' doll" image meet these requirements?

6. Notice in all of these readings, the many references to de Tocqueville Interesting, eh?

pp. 208-211 - "Americans Are Alone in the World"

1. What illustrations of contradictions in the American psyche are cited by Barzini? Do you accept these examples as proving his thesis? Are there others?

2. What is the American crisis? Any way out?

pp. 272-275 - "The Other America"

1. Is Harrington's view correct - that when we have the material ability to end poverty, we lack the will to do so? Why/why not?

2. What is the most distinguishing mark of the other America? How does it differ from the mainstream?

pp. 287-288 - "The Feminine Mystique"

1. Around what factors does American woman's discontent center? What is the solution for that discontent?

pp. 316-323 - "The Crisis of American Masculinity"

1. How has the American male's concept of himself changed?

2. Why do you think women worry about whether filling the feminine role is "all there is", and the men worry whether they can fill the male role at all? Will the same thing happen to women when they are truly "liberated"?

3. What does Schlesinger suggest as the answer to the problem of the American male?

pp. 391-399 - "The Teen-Agers"

1. Relate the concepts in this article to those concepts of Riesman - and the statement in the Newsweek article, "teen-age years are social years."

2. Why does high school play such a pivotal role in the life of the young?

3. What do they want? So, what else is new?

Unger, "Beyond Liberalism", pp. 297-310

1. In what respects do the interpretations of the 1945-1950 era differ between the liberal interpretation and the New Left interpretation? With which previous interpretations of history do these two views present similarities?

2. In what ways did the McCarthy view respond to actual events and legislative moves? Did this differ in any way from Truman's policy? How?

3. How does the New Left view the McCarthy phenomenon and impact? Be able to outline the 5 assumptions on which this view is based.

4. How did Truman's domestic - and foreign - policy create a repressive climate? What was his policy?

5. Why did the Korean War heighten the problems of credibility, internal security, and civil liberties?

6. Outline the "simplistic" approach. Why is such an approach appealing? Are there any other areas - today - of "simplistic approaches? How valid are they?

UNIT 18

Well, you've been through it now. Before you go out and blow it all - write an interpretative essay dealing with the present status of American Civilization. Base this evaluation upon the educational experience you have just completed, and your personal reaction to the current world. It is not necessary to do research, foot notes, and such. What I do want is a well-considered, self-directed response from you. I would suggest approximately 5-10 pages - really, whatever you feel is adequate to deal with the subject.

Would very much appreciate type-written pages, double-spaced.

Political Ideas

The "Political Ideas" listed below should be read against the background of the period of time and the sweep of events under consideration. Too often, people use the terms to suit their purposes without regard to their basic meaning. Obviously, much more can be said for each political idea; nonetheless, the set of terms can serve as a useful tool to understand the welter of ideas and ideologies and revolutionary movements at the present time.

Absolutism -- Unrestrained powers exercised by government. Absolutism is the opposite of constitutionalism, which provides for government limited by law. See TOTALITARIANISM.

Anarchism -- The doctrine that government is an unnecessary evil and should be replaced by voluntary cooperation among individuals and groups. Anarchists regard the state as an instrument used by the propertied classes to dominate and exploit the people. Anarchist thinking varies from individualism to collectivism, from pacifism to advocacy of violent revolution. All anarchists, however, hold the state's coercive system responsible for the warping of man's personality and look to the day when every form of government will be abolished.

Capitalism -- An economic system based on private ownership of the means of production and on a supply-demand market economy. Capitalism is based on the laissez-faire theory, which emphasizes the absence of governmental restraints on ownership, production, and trade. See LAISSEZ FAIRE.

Collectivism --A generic term that describes various theories and social movements calling for the ownership and control of all land and means of production by the state or groups rather than by individuals. The term is often used synonymously with the more specific doctrines of socialism and communism, for collectivism rejects the economic freedoms of capitalism. See COMMUNISM.

Communism -- A political, economic, and social theory based on a collectivistic society in which all land and capital are socially owned and political power is exercised by the masses. Modern communism is based on the theories and practices of Karl Marx, V. I. Lenin, Josef Stalin, Nikita Khrushchev, and contemporary Soviet leaders, with some new variations provided by Mao Tse-tung and the Chinese Communists. Communism in theory espouses the doctrines of historical inevitability, economic determinism, labor value, the "inner contradictions" of capitalism, class conflict, capitalist colonialism and imperialism, world wars resulting from competition for markets, the destruction of the bourgeoisie, the dictatorship of the proletariat, the socialist revolution, and the final "withering away" of the state. Plato and other political theorists have also advocated communism in the form of communal living and various church and social groups have praticed it. See ECONOMIC DETERMINISM.

Conservatism -- Defense of the status quo against major changes in the political, economic, or social institutions of a society. The philosophy of conservatism has been expounded most effectively by the English statesman, Edmund Burke. He held that political stability could be maintained only if the forces of change could be moderated by a slow and careful integration of new elements into time-tested institutions. See LIBERALISM.

Constitutionalism - The political principle of limited government under a written or unwritten contract (constitution). Constitutionalism assumes that the sovereign people draw up a constitution by the terms of which a government is created and given powers. In the American system, the Supreme Court acts as the guardian of the constitution through its powers to void governmental actions that exceed these limitations (judicial review). The Founding Fathers also incorporated into the system various limitations that restrain the individuals who exercise power. The most significant of these include the separation of powers, checks and balances, federalism, subordination of military to civilian control, and the Bill of Rights. See DEMOCRACY; CONSTITUTION.

Democracy -- A system of government in which political power is exercised by the people. The term is derived from the Greek words "demos" (the people) and "kratos" (authority). Democracy may be direct, as practiced in ancient Athens and in New England town meetings, or indirect and representative.

Democratic Socialism - An economic system established by a democratic nation in which the people, through their government, take over ownership and direction of basic industry, banking, communication, transportation, and other segments of the economy. The extent of the government's role in the economy is determined by free elections rather than by ideological dogma. Although a private sector of the economy may continue to exist, much effort is expended by government in planning, directing, and regulating it, and in providing welfare services for the needy. See SOCIALISM; WELFARE STATE.

Economic Determinism - The theory that the economic factors of the methods of production and exchange of goods control the form of a state's political and social organization and shape the intellectual and moral development of its people. Economic determinists view history in terms of epochs in which the prevailing economic system pits the servile class against the dominant class, a struggle that eventually results in a new alignment. See COMMUNISM.

Fascism -- The political system of the extreme right, which incorporates the principles of the leader (dictator), a one-party state, totalitarian regimentation of economic and social activity, and the arbitrary exercise of absolute power by the regime. After 1922, Benito Mussolini fashioned the fascist prototype in Italy and was emulated in the 1930s by Adolf Hitler in Germany, Francisco Franco in Spain, and Juan Peron in Argentina. Fascism's glorification of the leader makes the system vulnerable and unstable, and poses serious problems of succession. Unlike communism, fascism retains the private ownership of land and capital, but most economic activity is controlled and regimented by the state through a system of national socialism. See TOTALITARIANISM.

Individualism -- The political, economic, and social concept that places primary emphasis on the worth, freedom, and well-being of the individual rather than on those of the group, society, or nation.

Laissez-faire -- The economic theory, propounded by the French physiocrats and popularized by Adam Smith (The Wealth of Nations, 1776), that calls for a "hands-off" policy by government toward the economy. Laissez-faire rejects state control and regulation and emphasizes economic individualism, a market economy, and natural economic laws to guide the production and consumption of goods. Tariffs and other trade restrictions are rejected in favor of a world-wide system of free trade. The economic system becomes self-regulatory in nature and each individual's pursuit of his own self-interest contributed to the well-being of all. See CAPITALISM.

Leftist -- An individual or a political group advocating liberal or radical political or economic programs, an expanded role by democratic government, or empowering the masses. Leftists include such categories as "welfare-statists," democratic socialists, Marxian socialists, Communists, and anarchists. The use of the term stems from the practice in European parliaments of seating radical parties to the left of the presiding office. See RADICAL.

Liberalism -- A political view that seeks to change the political, economic, or social status quo to foster the development and well-being of the individual. Liberals regard man as a rational creature who can use his intelligence to overcome human and natural obstacles to a good life for all, without resorting to violence against the established order. Liberalism is more concerned with process, with the method of solving problems, than with a specific program. See CONSERVATISM.

Parliamentary System -A system of government, often based on the British prototype, in which governmental authority is vested in the legislative body (parliament) and in a cabinet headed by a prime minister or premier. The cabinet exercises political leadership and directs the administration. Cabinet ministers are entirely or largely selected from the membership of parliament and the cabinet continues in power so long as it commands the support of a majority of the parliament. Substantial disagreement between the parliament and the cabinet results in either the sppointment of a new ministry or the election of a new legislature.

Radical -- An advocate of substantial political, social, and economic changes. Although no precise use of the term exists, a radical is generally regarded as a leftist who is extreme in his demands for change. See LEFTIST.

Reactionary -- A person who advocates substantial political, social, or economic changes favoring a return to an earlier, more conservative system. A reactionary believes that most social problems result from democratic excesses favoring the propertyless masses, and usually prefers government by oligarchy. Although the use of the term is not precise, reactionaries are political rightists who are more extreme in their views than are conservatives. See RIGHTIST.

Republic -- A form of government in which sovereign power resides in the electorate and is exercised by elected representatives who are responsible to the people. Republican government stands in contradistinction to monarchical or oligarchical government in which the rulers have a vested right to office. It is also to be distinguished from pure democracy in which the people govern directly.

Rightist -- An individual or group advocating conservative or reactionary political or economic programs, a restriction on the power of the masses, and oligarchical rule. Rightists tend to favor laissez faire and strong executive power; the extreme right wing supports fascist dictatorships. The term is derived from the common practive in European parliaments of seating conservative parties to the right of the presiding officer. See REACTIONARY.

Socialism -- A doctrine that advocates economic collectivism through governmental ownership of the means of production and distribution of goods. Its basic aims are to replace competition for profit with cooperation and social responsibility, and to secure a more equitable distribution of income and opportunity. Though these aims are common to all socialists, a wide variety of schools of thought have arisen, distinguished mainly by their approaches to the problem of how best to achieve socialism. These vary from the peaceful and democratic ideas of utopian and Christian socialists to the aggressive, and sometimes violent, approaches of anarchists and Communists. See DEMOCRATIC SOCIALISM.

Sovereignty -- The supreme power of a state, exercised within its boundaries, free from external interference. The idea behind sovereignty is an ancient one, but it was first developed into an elaborate doctrine by philosophers of the fifteenth and sixteenth centuries, who sought to justify the absolutism of the kings of the new state system.

Totalitarianism - A modern form of authoritarianism in which the state controls nearly every aspect of the individual's life. Totalitarian governments do not tolerate activities by individuals or groups, such as labor unions and youth organizations, that are not directed toward the state's goals. Totalitarian dictators maintain themselves in power by means of a secret police, propaganda disseminated through all media of communication, the elimination of free discussion and criticism, and widespread use of terror tactics. Internal scapegoats and foreign military threats are created and used to foster unity through fear.

Welfare State -- A concept that stresses the role of government as the provider and protector of individual security and social good through governmental economic and social programs. This role for government represents a shift from that of a minimal protector of persons and property to that of a positive promoter of human welfare.

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